

Oak Green School

Oak Green School, Oak Green, AYLESBURY, Buckinghamshire, HP21 8LJ

Inspection date

Previous inspection date

05/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Children are happy, interested in their activities and eager to try new experiences. They show good levels of independence, curiosity, imagination and positive behaviour.
- Children feel safe and secure because the staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements.
- Staff develop trusting relationships with parents in order to support their child both in the nursery and at home.
- The nursery demonstrates a strong commitment to continuous improvement and professional development of staff.

It is not yet outstanding because

- Although staff support children's literacy by reading stories, the book corner is not set up attractively to further encourage children's interest in books, for example, with cushions, puppets and props.
- Although children have some good opportunities to learn about the world they live in, there are too few toys and resources to develop their understanding about diversity in society.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the playroom and garden.
- The inspector had discussions with the children, parents and staff.
- The inspector undertook a joint observation with the manager.
- The inspector looked at observation files, tracking systems, the self-evaluation form and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to at the inspection.

Inspector

Kim Mundy

Full report

Information about the setting

Oak Green school registered in 2013. It operates from within the children's centre on the premises of Oak Green School in Aylesbury in Buckinghamshire. Children have access to a classroom and an outdoor play area. The nursery is open from 8.45am until 11.45am each weekday during term-time only and the children attend for a variety of sessions. The nursery is in receipt of funding for the provision of free early education for children aged two and three years. There are currently 15 children aged between two and three years on roll. The nursery employs five staff to work directly with the children and all of the staff have appropriate qualifications in the early years. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage children to take part in story time and to visit the book area more frequently, to develop their literacy skills further.
- provide a wider variety of toys and resources to help children to develop a further understanding of diversity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

There is calm and relaxing atmosphere in the nursery and children play happily with age appropriate toys and are involved in many worthwhile activities. Very good systems are in place for obtaining children's starting points, for example, through discussions with parents, completion of a 'personal record' and staff observations. Each child has a learning journal, which contains long and short observations. These are linked significantly to the early learning goals and securely identify next steps for children's individual learning. A very clear picture emerges of the children's good progress given their starting points. The quality of teaching is effective and planning for children's learning is good. Staff nurture children's learning. Staff keep parents well informed about their children's progress and they have good opportunities to be involved in their learning. This includes the progress check completed for children aged between two and three years old. The nursery places a strong emphasis on promoting the inclusion of all children. When caring for children with English as an additional language, staff ask parents for words in their child's home language and use these, picture clues and sign language to support effective communications.

Children are busy and curious learners from the time they come eagerly into nursery to the time they leave at the end of the session. They make particularly good progress in their personal, social, emotional development. Staff encourage children to become independent as they put on their coats and wash their hands. Children learn to make their own decisions as they make choices from a good range of toys and resources both indoors and outdoors. Therefore, they learn at their own pace. Children make good progress in their communication and language and literacy. There are many examples of good quality teaching; for instance, staff use open questioning skilfully to improve children's listening and speaking skills. Staff suggest and invite children to express their own thoughts and ideas, which successfully moves their learning forward. For example, as children play with dry semolina, staff suggest children add water from the water tray to observe what happens. They are therefore able to explore the change in consistency. Children have good opportunities to practise their early writing both indoors and outdoors. For example, they make marks with their fingers in gravel, paint on the windows and draw with chalks on the ground. Children enjoy listening to stories. However, the book area is under-used because it is not set up in an attractive way to entice them in to the area. For example, staff do not currently make use of puppets, props and soft furnishings.

Children experience a range of problem solving and mathematical activities. For example, they build with bricks, fit puzzles together, stack and post shapes. Staff model mathematical language. For example, as children have fun with streamers blowing in the wind and blowing bubbles they introduce words such as big and small and the same. During water play, children explore floating and sinking, volume and capacity. Children learn about technology as they press buttons on telephones and cash tills and use magnifying glasses to observe creepy crawlies. They develop their understanding of other people's beliefs as they celebrate festivals such as Chinese New Year. However, there are fewer toys and resources to help children develop further understanding of diversity and difference.

Children have good opportunities to develop their imagination and creativity. They explore through playing musical instruments, make-believe play in the home corner and art and craft activities. Staff are successful in helping children to acquire the skills and knowledge they need to move to their next early years setting. In particular, they focus on children's personal, social and emotional development, their communication and language and physical development.

The contribution of the early years provision to the well-being of children

Children have a strong sense of belonging as they arrive confidently at their nursery. Staff place emphasis on children's emotional well-being and the settling procedure is individual to each child's needs. Each child has a key person who builds close emotional attachments from the very start of a child's placement. The key person is responsible for coordinating the care and learning experiences for children. This works effectively in practice because children are very happy and secure in the nursery. Staff manage children's behaviour sensitively and staff come down to the children's level to discuss any inappropriate behaviour in a positive manner. Staff plan specific activities in order to help young children

to learn to share and take turns. For example, when children wash their baby dolls, they share a towel for drying their babies. On occasions when minor behaviour issues arise, staff ask children to think about making the right choice.

Children develop a good understanding of living healthy lives. Parents inform staff of their child's individual dietary requirements, which staff adhere to. As part of their evaluation, staff had noted that some children were hungry by the time they come in to the nursery. Because of this reflection on their practice, children now enjoy breakfast together if they so wish. Staff help children to develop further independence by providing small jugs so they are able to pour their drinks successfully. Children are also encouraged to butter their bread and cut up softer fruits. Good health and hygiene practices are apparent throughout the nursery. Staff follow good hygiene routines for nappy changing and the nursery's suitable sick child policy is followed in order to minimise possible cross infection. Parents provide required information and written permissions to enable staff to promote children's continuing good health and well-being. When children require long-term medication, a care plan is put in to place so that staff are very clear about the administration of medication. Staff record all accidents comprehensively and a good system is in place to monitor the types of accidents which occur and their frequency.

Children learn to keep fit and healthy by choosing when to play indoors or outdoors during the morning session. The garden is very popular with the children and they use a variety of apparatus, which supports their physical development well. Children learn to keep themselves safe as they take small risks; for example, in the garden they experience different walking on different surfaces, climbing and balancing on apparatus. Furthermore, they join in the school's emergency evacuation procedures and learn to handle tools such as scissors safely. The nursery is well resourced with good quality nursery furniture, toys and resources. As a result, staff promote the well-being of the children positively.

The effectiveness of the leadership and management of the early years provision

The quality of leadership and management is good. The management team have a good understanding of the safeguarding and welfare requirements. There is a strong emphasis on safeguarding with comprehensive policies and procedures clearly understood by staff. All staff have a good knowledge and understanding safeguarding procedures. Children are further safeguarded by very robust recruitment and vetting procedures. The headteacher and others involved in the recruitment of staff, continually increase their knowledge and skills in this area. For example, they have attended 'safer recruitment' training. Staff place high emphasis on the safety of the children. Written risk assessments are in place and staff conduct daily visual checks to ensure that the environments used by the children are safe. Furthermore, all visitors to the setting are required to sign in and out using the visitor's book. This maintains an accurate record of those people visiting. The management team maintain all documentation to a very good standard. Therefore, very secure systems are in place to safeguard the children.

The management team has effective systems in place to monitor the educational

programmes. The head of early years within Oak Green school closely monitors the quality of teaching. In addition, she oversees the effective planning and assessment of children's learning to ensure that staff act in the best interests of each child. The nursery places a strong emphasis on inclusion to narrow the gap in children's learning and development. Staff make prompt intervention to identify any possible concerns in relation to children's learning and development and they work extremely well with parents to support children in the setting. Good systems are in place to prepare children for moving on to the next stage of their education. When children are ready to move up in to Rainbows, situated within the main school setting, they visit with their key person to get to know their new environment.

Self-evaluation is effective and identifies the strengths and minor weaknesses of the nursery in order to set future goals and promote continuous development. Staff offer parents questionnaires to obtain their views of the nursery and activities. Secure systems are in place for the ongoing support and development of staff. Staff appraisal systems are very thorough and indentify future training needs, therefore, addressing any gaps in staffs' knowledge. In the event of staff underachieving, very secure and supportive procedures are in place to help them to progress in a positive manner.

Partnerships with parents and carers are good. Parents are well informed about their child's progress through parent meetings and verbal daily discussions with their child's key person. Furthermore, the value of assessment files to monitor children's progress and involve parents in their children's education is good. The nursery's newsletter and song sheets further complement the activities covered at the nursery. Staff work closely with the children's centre on site to benefit the children and their families attending the nursery. For example, parents are able to attend various courses in order to further their parenting knowledge and skills. In discussions with parents during the inspection, they speak highly of the staff and are happy with the progress in their child's learning and development. They particularly praise the way in which staff help their children to make good progress in their communication and language skills.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY464500
Local authority	Buckinghamshire
Inspection number	929063
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	20
Number of children on roll	15
Name of provider	Oak Green School
Date of previous inspection	not applicable
Telephone number	01296423895

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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