

The Oaks Nursery

The Oaks Childrens Centre, Grange Road, FELIXSTOWE, Suffolk, IP11 2LA



Inspection date	12 August 2015
Previous inspection date	29 May 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff consistently use a variety of good, and sometimes outstanding, teaching methods. Staff confidently follow the children's interests and spontaneously extend their learning so that children's progress is, at the very least, good.
- A well-established key-person system ensures that parents are fully aware of what their children have been doing at nursery and how their learning and development are progressing. Parents are encouraged to share children's achievements and special occasions from home too.
- Staff teach children the importance of fresh air, exercise and rest to help them begin to make independent lifestyle choices. Children frequently choose when they need to sleep and happily settle in safe, cosy areas of the nursery.
- Providers and senior management use robust selection and recruitment procedures to ensure that all staff are suitable to work with children and for their specific role within the nursery.
- Providers and managers are motivated and strive to provide high-quality childcare and education. Staff are well qualified and access a variety of opportunities to enhance their already good knowledge and understanding of how children learn and the quality of their teaching. Consequently, they continue to effectively extend children's learning.

It is not yet outstanding because:

- Staff do not always make the most of every opportunity to encourage children to develop their skills in critical thinking.
- Staff do not always maximise baby's opportunities to learn from each other and interact with their friends at snack and meal times.

What the setting needs to do to improve further

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

- enhance the opportunities for children to think critically during activities and discussions
- review the arrangements used at snack and meal times in the baby area to increase opportunities for babies and toddlers to interact and learn from each other.

Inspection activities

- The inspector observed activities, both in the inside and the outside areas of the nursery and spoke to staff and children at appropriate times during the inspection.
- The inspector met with managers and providers at appropriate times.
- The inspector looked at the evidence of the suitability of staff working with children and a range of documentation, including safeguarding procedures, accident records, staff induction records and evidence of staff and child ratios.
- The inspector looked at children's assessment records, planning documentation and monitoring systems.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- The inspector took into account the views of parents spoken to on the day and as recorded in feedback sheets.

Inspector

Katrina Rodden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff effectively plan interesting activities to help children learn and develop. They follow children's interests and encourage children to use resources in an imaginative way. Children enjoy decorating boxes before taking them into the mud pit to create a worm house. Staff work very closely with parents, sharing ideas and resources for them to extend children's learning at home. However, staff sometimes miss opportunities to encourage children to think critically or solve problems as they experiment and play. For example, children are not always prompted to work out how to make shapes from dough. Children are effectively supported in their learning, which helps them in readiness for school. They confidently use scissors and pencils, recognise the letters in their names and numbers on a computer keyboard. Staff ensure that children who speak English as an additional language are appropriately supported in their learning. For example, they find out key words from parents and use visual clues to support children. Children with special educational needs and/or disabilities are also supported. Staff focus on children's individual educational plans to help children move to the next stage in their development.

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

Staff quickly build strong relationships with children. The key-person system incorporates daily opportunities for children to spend dedicated times with their designated member of staff, which contributes to children feeling happy and secure. In turn, children swiftly gain confidence and develop the skills to learn effectively. Staff use consistent rules and reminders to encourage children to behave well. Children independently use sand timers to help them share and take turns with popular toys. Staff teach children to take age and developmentally appropriate risks, such as chopping fresh vegetables in preparation for their lunch. Children enjoy sharing the nutritious meals and snacks provided and natter to their friends and staff as they eat. However, staff do not always give babies as many opportunities to sit closely together as they eat, sometimes limiting their levels of interaction or opportunities to learn from others.

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

Managers regularly meet with staff to ensure policies are followed, to reflect on teaching methods and to address any issues or concerns. Managers constantly review how to keep children safe and ensure all staff know what could trigger a concern about children's welfare. This helps to keep children safe in the nursery. Managers effectively monitor all children's progress. If any gaps are identified, either for individuals or groups of children, support is quickly found so that children continue to make good progress. Outside agencies and professionals frequently visit the nursery, also managers maintain strong working relationships with them. Managers seek ideas and feedback from everyone involved with the nursery, including parents, to help shape and improve the care and education provided. Managers work well with other local providers to ensure that children's learning is effectively extended in all settings that children attend.

Setting details

Unique reference number	EY440385
Local authority	Suffolk
Inspection number	854063
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	109
Name of provider	Alpha Nurseries Ltd
Date of previous inspection	29 May 2012
Telephone number	01394 694752

The Oaks Nursery was registered in 2011 under its current ownership. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery employs 16 members of childcare staff, of whom 12 hold appropriate early years qualifications at level 3 or above.

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