

Oasis Daycare

Courtyard House, Dicconson Terrace, Wigan, WN1 2AA

Inspection date

Previous inspection date

27/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Staff demonstrate a suitable understanding of how to safeguard children. This means that they are clear about the possible indicators of abuse and how to respond should they be concerned about the welfare of a child in their care.
- Children are very well behaved. This is because staff are good role models who offer lots of praise and use clear and consistent strategies.
- The nursery's special educational needs coordinator works in partnership with parents and other professionals to support children with special educational needs and/or disabilities. As a result, their needs are met.

It is not yet good because

- Some staff do not routinely use the information obtained from observations and assessments to plan meaningful and challenging experiences for individual children. This does not maximise opportunities to ensure all children make good progress across the seven areas of learning.
- Some staff do not routinely share information with parents regarding how they plan to challenge and extend their child's learning and development. This does not ensure that all parents are consistently involved in their child's learning.
- Staff do not use the outdoor resources to the best effect to support children's learning and development.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had a tour of the premises and held meetings with the manager and registered provider.
- The inspector and the manager completed a joint observation.
- The inspector observed the staff while they interacted with the children.
- The inspector held discussions with children, staff, parents and the nursery's local authority support worker to ensure their views were included in the inspection.
- The inspector looked at some paperwork, including the nursery's policies and procedures, self-evaluation documents and evidence of their safe recruitment procedures.

Inspector

Karen McWilliam

Full report

Information about the setting

Oasis Daycare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted school in Wigan and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at levels 2, 3, and 4, including the registered provider that has achieved a qualification at level 5. The nursery opens Monday to Friday, 51 weeks a year. Sessions are from 7.30am until 6pm and children attend for a variety of sessions.

There are currently 142 children on roll, of these, 79 children attending are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- analyse the information gained through observations and ongoing assessment then use this information to plan challenging activities across the seven areas of learning that meet the individual needs of children. In order, that all children make good progress.

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

- extend the use of outdoor resources to make best use of them to support children's learning
- improve strategies to support parents to be involved in their children's learning, in order that they can complement and promote their learning at home.

Inspection judgements

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

Overall, staff have a suitable knowledge and understanding of the learning and development requirements. Children have access to an adequate range of resources that

cover the seven areas of learning. The systems for observation, planning and assessment are currently being targeted for improvement and are, therefore, not yet embedded. This means that there are inconsistencies between rooms and although, the majority of staff are suitably qualified, the quality of teaching varies between them. Throughout the nursery, staff complete regular observations and assessments of each child, including the required progress check at age two years. However, within the older toddler's room staff do not consistently use the information obtained from these to inform planning. This means that they do not always tailor the planning to each child's individual needs. In addition, within the baby room, children's individual needs are routinely planned for but some of the activities and experiences provided for them lack breadth and depth and do not fully challenge and extend their learning. For example, babies who are learning to feed themselves are given a spoon at mealtimes and supported by a member of staff. However, this next step in their learning is not considered in the other experiences offered to babies. Therefore, babies do not have sufficient opportunities to practise and consolidate using spoons while they engage in other activities in between mealtimes. This demonstrates that some staff are not as confident as others in their delivery of the educational programmes. Families are warmly greeted and welcomed into the nursery when their child first starts. Children are offered individualised settling-in sessions. During these visits, staff obtain suitable information by completing a baseline assessment and parents complete an 'All about me' forms, so that they can ascertain children's starting points. Therefore, staff know about children's interests, likes, dislikes, routines and any support they may need prior to them being left in their care. A key person system is in place and ensures that all parents are well informed about the activities their child has taken part in, their meals, sleep times and nappy changes. Although, most parents state they feel fully involved in their child's learning and development, some members of staff do not maximise opportunities for parents to complement this learning at home. For example, some staff do not routinely share the next steps in children's learning with parents or their development file.

Staff have implemented a programme, which has improved the skills of staff when supporting children's communication and language. They ask children lots of open-ended questions, ensure they have sufficient time to respond, ensure they are at their level during conversations and add another word for those that are learning to form sentences. For example, when children say 'car', staff say 'blue car' and while children are engaged with staff re-telling a popular story, they ask children 'what happens next' and 'what did he say'. In addition, staff have created communication friendly spaces to further support children's language skills. Regular story and song times further support children. Children for whom English is an additional language are suitably supported. For example, staff learn some key words in their home language and use visual aids, such as picture cards. As a result, all children acquire a suitable acquisition of language. Children who are identified as having special educational needs and/or disabilities are referred to the nursery's special educational coordinator. She works alongside parents and other professionals to ensure children's needs are met. Consequently, parents say they are very pleased with the progress their children make. Within the baby rooms sensory exploration is adequately fostered. For example, babies investigate cornflour and water, take part in 'nappy art' and thoroughly enjoy themselves while they sit in the sensory area and investigate shredded paper. Their physical skills are satisfactorily supported. For instance, babies take part in daily 'Baby Moves' and tummy time sessions, use walkers, pull

themselves up on low-level furniture and have space to crawl and toddle. Staff respond appropriately to babies' babble and words. Young children are fully engaged and have fun while they bang metal objects together to make sounds. Staff praise them when they repeat words, such as 'spoon' and 'bowl'. Furthermore, staff name babies' actions while they investigate the metal objects. For example, they tell them 'you're stacking' and 'you're clapping'. Consequently, young children begin to make connections and link their actions to familiar words.

Children's mathematical development is fostered through a range of planned and spontaneous activities. Staff introduce mathematical language into their play. For example, they build and knock down 'tall' towers with children. Staff provide plenty of opportunities for children to match and categorise objects and children count out buttons during creative activities. Furthermore, children access jigsaw puzzles, construction, electronic toys, computer programmes and different sized containers in the sand and water trays that further contribute to children developing suitable mathematical skills. Staff provide children with a satisfactory range of resources for them to practise their early writing skills. Children make marks with paint, crayons and pens. In addition, pre-school children take part in regular phonics activities that also contribute to them developing adequate literacy skills. Children's physical skills are appropriately catered for. All children take part in regular dance sessions and have daily access to the outdoors where they run, play ball games and ride wheeled toys. However, there is scope to improve the use of outdoor resources to better support children's learning. For example, children do not fully utilise the digging and mark-making areas and climbing equipment. Children's independence is suitably fostered. For example, older children pour their own water and make their own sandwiches. Children play and learn in an inclusive environment. They explore a wide range of festivals and parents are invited in to talk about and share their customs with the children. For example, they explore the dances and languages from other cultures. Consequently, children develop an awareness of the diversity of the world in which they live. As a result of all the activities and experiences on offer for children, they are suitably supported to acquire the skills necessary for school.

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

Staff have created a calm and relaxed atmosphere where children are happy and confident. Individualised settling-in procedures support children as they settle and their key person ensures their care needs are met. Children demonstrate they feel safe by confidently exploring their environment and snuggling into staff when they are tired. Staff encourage children to keep themselves safe by offering them lots of gentle reminders. For example, they remind children to be careful on chairs, so they do not fall and hurt themselves. Staff ensure that children are safe while they play and explore by conducting daily checks, effectively supervising them, maintaining ratios and by ensuring they are effectively deployed to meet children's needs. All staff demonstrate a good awareness of the possible indicators of abuse and how to proceed should they be concerned about any child in their care. Therefore, children are protected from harm while in their care. Staff are good role models who offer children lots of praise and consistently model good manners. As a result, children are polite and well behaved.

The nursery is clean, it is cleaned five times a week to ensure the premises remain hygienic. Children's health is effectively promoted. The nursery has received a healthy award for their contribution to children's health. Robust cleaning procedures ensure children play and learn in a clean environment. In addition, staff and visitors do not wear outdoor shoes in the younger children's rooms to ensure carpets are safe for babies to crawl and play on. The nursery has had some problems with their waste collection services due to changes in ownership, which resulted in them having to use skips to prevent their bins from overflowing. However, the issues have been resolved and their bins are to be collected weekly. The nursery's sickness policy is shared with parents from the outset to ensure all are familiar with the exclusions procedures. For example, parents are telephoned and asked to collect their children immediately should they start with diarrhoea and/or vomiting while in the nursery's care. This helps to prevent the spread of infections. Meals are cooked fresh on the premises and are healthy and nutritious. Children are served ample sized meals and any child that does not like the meal is offered an alternative option. In addition, they grow their own vegetables as part of the nursery's healthy eating ethos. Fresh drinking water is always accessible and available in the children's rooms for them to access independently when they are thirsty. In the babies' rooms, staff ensure young children are offered lots of water throughout the day to ensure they are kept hydrated. Children benefit from daily exercise, outdoors in the fresh air whatever the weather, the only exception being severe weather conditions. This contributes to children developing healthy habits.

Children have access to an adequate range of accessible, safe and age-appropriate resources, both indoors and outdoors. However, staff do not always use the resources outdoors effectively to support children's learning. Once children are ready to move onto school, there are suitable arrangements in place to support them and ensure they are emotionally prepared for their transition. The key person attends taster sessions with their children and she takes photographs of the school and the route. Teachers are welcomed into the nursery to meet the children. In addition, their development records are shared with their new teachers. This helps children to have a smooth transition into their new setting and ensure that teachers are well informed to support children's individual needs.

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

The leadership and management of the nursery demonstrate a sound awareness of the Statutory framework of the Early Years Foundation Stage. All staff show that they are aware of their responsibilities to safeguard the children in their care. They are familiar with the possible indicators of abuse and how to proceed should they be concerned about a child's welfare. They are also very clear about the procedure they would follow should there be any concerns regarding the adults working in the nursery. Ratios are maintained well and staff effectively supervise children. Recruitment procedures are robust, which ensures that all adults working with the children are suitable to do so. All the required documentation needed for the safe and efficient management of the nursery is in place and meets requirements, such as medicine and accident forms. In addition, risk assessments and daily checks are robust. This means that children are safe as they play and explore while in the nursery's care.

The leadership and management of the nursery demonstrate they are passionate and committed to improving outcomes for children. Through self-evaluation, they have identified the strengths and weaknesses of the nursery, including the members of staff that require extra support. They have recently implemented numerous systems to manage and address their underperformance, such as, supervisions, peer observations, appraisals and training. For example, all staff have undertaken safeguarding training and all are attending in-house training on observation, assessment and planning. Systems to monitor the educational programmes, observation and assessment are in their infancy therefore are not yet embedded. However, recent improvements include monitoring groups of children, such as funded two-year-olds whose assessment data is collated termly. As a result, any gaps in children's learning and development are identified, referred to the relevant professionals to ensure appropriate interventions are put in place.

Partnerships with parents are satisfactory. There is a variety of information for them displayed on parents' notice boards, which they state they have found useful. Overall, parents are complimentary about the nursery and staff. They say that since the new leadership and management has been in place, the nursery has 'sky rocketed' and has lots of new resources. They say they are extremely happy with their child's progress and their children love coming. Staff also work closely with their local authority development officer to improve the overall quality of teaching and learning in the nursery and she works alongside the nursery's special educational needs coordinator to ensure all children's needs are met. Once children are ready to move onto school, staff understand the importance of liaising with teachers to support their transition. This ensures that children receive a consistent and complementary approach to their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	EY467501
Local authority	Wigan
Inspection number	956362
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	88
Number of children on roll	142
Name of provider	Annette Mercer
Date of previous inspection	not applicable
Telephone number	01942510903

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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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