

The Oak Tree Nursery & Pre School

Inspection report for early years provision

Unique reference number EY264320
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Inspector Doreen Forsyth

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

The Oak Tree Nursery opened in 2004. It is a privately owned nursery housed in two single story purpose built pavilion-style buildings within an acre of grounds. The nursery is located in Whitchurch, Hampshire within a short walking distance of the mainline railway station.

The nursery is open from 08:00 until 18:00 Monday to Friday throughout the year; except for Bank Holidays and Christmas. It is registered to provide care for up to 85 children aged from three months to five years old. There are currently 109 children on roll. The nursery is registered on the Early Years and the compulsory and voluntary childcare registers and provides government funded nursery education for three and four-year-olds.

The nursery takes part in the Effective Early Learning (EEL) quality assurance scheme. French and German teachers visit the nursery for pre-school foreign language sessions designed specifically for nursery age children. The nursery supports children who have specific learning difficulties or disabilities and those learning English is an additional language.

There are currently 40 staff employed to work in the nursery. Of these 35 staff members work with the children. Of the regular members of staff 19 have early years qualifications whilst some are currently on training programmes for NVQ at levels 2 and 3, and a foundation degree. The setting receives support from the local Early Years Childcare Partnership (EYCP).

Overall effectiveness of the early years provision

Overall the quality of the provision at The Oak Tree Nursery is good. Children thrive at this exceptionally well planned and attractive purpose-built nursery. They enjoy their time at the setting and make good progress in their learning. The learning opportunities are planned to help all children progress and keep them activity engaged. The staff in the setting have a good knowledge of each child's background and needs; they ensure that the nursery is inclusive and welcoming, and that each child is effectively supported and their welfare needs well met. Those in charge at the setting continuously plan for improvement and the processes of self-evaluation are very effective.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- review the child protection procedures and policies, include a clear procedure to follow if allegations are made against a member of staff, and ensure all staff fully understand the safeguarding children policies
- through a balance of adult-led and child-initiated activities use the assessments made on the children's progress to plan a next step for the

children's learning on an individual basis

The leadership and management of the early years provision

There are robust procedures in place to ensure all staff that work in the nursery are suitable to do so, and that any unvetted adults do not have unsupervised access to the children. There is mix of qualified, unqualified, experienced and younger staff at the nursery but they all work together as a strong team with a common sense of purpose. Most of the policies procedures and records that are required for the safe and efficient management of nursery are in place and are well kept, but the child protection policy requires further attention; and staff's understanding of the procedures they should follow if they have any child protection concerns is not consistent throughout the setting.

Children's safety is a very high priority; all staff are very vigilant and ensure the children are well supervised at all times. The setting carries out regular and thorough risk assessments to identify and minimise any potential hazards to the children. The premises and gardens are kept secure, for example, there is a keypad entry system at the front door.

Parents are given very good information about the nursery and their children's progress; they help complete 'me at the tree' records, which record the children's achievements. The parents of younger children have a record book which is used to exchange daily information. Posters, displays and open evenings are all used to keep parents well informed; the welcome pack outlines the curriculum that the children follow. Parents and carers are welcomed into the setting at anytime. The setting is making links with other providers to promote the integration of care and education. Inclusive practice is highly valued and well promoted so that all children including those with additional or that speak English as an additional language have their welfare and learning needs met fully.

The setting has met the recommendation set at the last inspection and uses self-assessment appropriately to monitor the provision offered and to identify targets for future improvement.

The quality and standards of the early years provision

Children play and learn in a very well planned, attractive and stimulating environment. They have access to spacious and exciting outside play areas, both paved and grassed where they can freely explore and play. There are growing flowers, vegetables and plants for the children to discover, explore and tend, the setting enjoys extensive views over open countryside. The nursery is very well resourced, with a good range of toys and equipment that are suitable for each age group. Babies and toddlers often sleep outside in buggies, or begin to practise their climbing skills on suitable large outside play equipment, they enjoy exploring the sand pits. There are willow bowers, water gullies and a large mound for the older children to explore. The playroom for older children is divided into learning areas which promote the different aspects of the early learning goals; such as a

well equipped reading area and an easily accessible computer. Staff offer and plan many activities that are led by, and meet the children's interests. Children's progress and achievements are well recorded by their keyworkers; but staff do not always then use these observations to plan a next step in the children's learning to assist their progression on an individual basis. If children have any special learning requirements there is a qualified Special Needs Co-ordinator who helps children move forward appropriately and seeks outside professional assistance if necessary.

Children's good health and well-being is extremely well promoted. The nursery has its own cook who prepares the children's meals on the premises. The staff that prepare meals such as breakfast and tea have current food handling qualifications. The meals are very varied, healthy and nourishing; the menus are displayed for parents to see. If children have any special dietary requirements, these are well noted and catered for. All the meals for babies are prepared by the staff to meet their individual weaning requirements. All of the children can access drinking water, or are offered regular drinks, but the older toddlers cannot access their own water if they feel thirsty. Staff follow very good hygiene routines to help prevent the spread of infection; and they encourage the children to do the same. For example, even young children wash their hands after they have their nappies changed or use the toilet, and all children are encouraged to clean their teeth after lunch. Staff help children learn to understand the importance of following healthy lifestyles.

Children are encouraged to behave well and to consider the needs of others by sharing and taking turns. The staff are quite consistent in following the setting's behaviour policy. They offer constant praise and encouragement; they reward wanted behaviour with stickers stamps and praise. The children have good opportunities to be independent, such as being encouraged to put on their own coats or help tidy away toys. They are very proud when they are the chosen 'helper' for the day. Children are beginning to develop the habits that are appropriate to good learners, they are encouraged to respect the needs of others, to join in, make friends and to enjoy a feeling of belonging.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.