

Oak Tree Nursery

Inspection report for early years provision

Unique reference number EY393452
Inspection date 02/02/2010
Inspector Michele Anne Villiers

Setting address Oak Tree Childrens Centre, Lichfield Road, Halewood,
Liverpool, L26 1TT

Telephone number 0151 448 0475

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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 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.

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Description of the setting

Oak Tree Nursery is one of several provisions run by 4Children (Trading) Limited. It opened under new management in 2009 and operates from a self contained area within New Hutte Educare Centre on the site of New Hutte Primary School in Halewood, Merseyside. Children access a large play room and an enclosed outdoor play area. The nursery is open each weekday from 8am to 5:45pm all year round.

A maximum of 42 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 29 children aged from birth to under five years on roll, some in part time places. The nursery supports children with special educational needs and/or disabilities.

There are nine members of staff, all of whom hold appropriate early years qualifications to at least NVQ level 2, plus a cook. The manager has achieved Early Years Professional Status and also has a degree in Early Childhood Studies. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children play in a very welcoming environment and the management demonstrates a keen commitment to continuous improvement. The nursery has recently been refurbished with excellent quality toys and resources. Staff support the children well, which has a positive impact on helping them make good progress in their learning and development. Health and safety checks are conducted regularly, although risk assessments do not always identify possible hazards. Parental involvement is in the process of being established, and management have started to implement self-evaluation with identified plans for the future. Most legal documentation is in place, although some parental regulatory forms have not been completed.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is obtained from all parents, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and promoting children's welfare). 23/03/2010

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

- ensure that formal risk assessments identify anything with which a child may come into contact in order to minimise any potential hazards
- develop further formalised self-evaluation to identify areas for improvement and meaningfully involve staff, parents and carers and use as a basis of ongoing internal review
- share relevant information with other settings that children attend, who are in the Early Years Foundation Stage, in order to maintain effective continuity and progression of care.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of child protection issues and follow comprehensively written policies and procedures should they have any concerns about a child. There is a robust recruitment and vetting procedure, helping to safeguard children. The premises are very secure and visitors closely monitored. Most safety measures are in place within the nursery. However, electric heaters in the large play room are accessible to children and pose a possible risk.

Through discussion the manager demonstrates an ambitious vision for the setting with future plans to help benefit the outcomes for children. Tracking and monitoring of the setting is conducted through observation, staff meetings, and some parent feedback. However, the recording of self-evaluation has not yet been fully implemented in order to use as a basis for ongoing review.

Parental involvement with their child's learning is in the process of being established. Information is shared through a variety of methods, and parent questionnaires are used to obtain their views and ideas, plus a suggestion box. Parent contracts are in place, but parent consent for the setting to seek emergency medical treatment or advice has not been obtained from all parents. This is a statutory requirement. Good links have been forged with the Children's Centre and other childcare professionals in order to support those children who are referred to the nursery. However, the sharing of information with other early years settings that children attend has not yet been fully established to further promote continuity of care.

The quality and standards of the early years provision and outcomes for children

The playroom is equipped with good quality furniture to meet the needs of all children attending, providing an inclusive environment. Babies and toddlers have freedom to move around and the low level dividing units with vision panels enable toddlers to clearly see the larger playroom. A cosy 'living room' area has been created for older children, with comfortable cushions, settee, and a large lamp to create a warm effect. Other areas have been creatively organised for role play, art and craft and construction, all of which have a positive effect on the children's sense of belonging and are conducive to their learning and development.

Staff use planning well to provide a good balance of activities, based on the children's individual requirements. They support children in small groups, and written plans clearly identify that all children experience all aspects of the six areas of learning. Children enjoy their play and their independence is very much encouraged. They learn to take turns and share, and demonstrate good concentration during play. Young toddlers discover how different shapes fit into inset boards, and delight in exploring different textured materials, such as water and sand. Older children discuss capacity as they compare 'full' and 'empty' water containers.

Children's mathematical skills are further promoted when singing songs, such as 'Five Current Buns' as they count backwards and use their fingers to represent numbers. All children enjoy looking at books, and staff enhance story time with the introduction of supporting materials, such as puppets and dolls, stimulating the children's imagination. Children engage in meaningful conversations and staff use good questioning to reinforce their language development. They have many opportunities to practise their emerging writing skills. Children create patterns in the sand, and enjoy drawing and attempting to write their own name. Babies and toddlers use chunky crayons and chinks to mark paper. Children are inquisitive learners. They have free access to a computer and become competent at playing simple games, becoming familiar with information and technology.

Throughout play, children are reminded to be careful, as they join in activities provided by the Children's Centre on safety, with visits from the road crossing patrol, police and fire fighters. Children adopt healthy lifestyles. Outdoor play is encouraged regardless of the weather, and children wrap up warm and wear wet suits. They access some wheeled toys and climbing apparatus to promote their co-ordination and balance. Healthy nutritional food is provided by the cook, and children help themselves to sliced fruit throughout the day.

Staff use observation well to assess the children's progress and they record the information in the children's personal profile documents. Initial profiles are completed and assessment scales identify the children's starting point. Parental involvement is encouraged and the nursery plan to invite parents to contribute to focused activities and to share their own knowledge and expertise.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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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