

Oak Tree Nursery

Oak Tree Childrens Centre, Lichfield Road, Halewood, LIVERPOOL, L26 1TT

Inspection date	20/01/2014
Previous inspection date	02/02/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- The manager and staff have a good understanding of safeguarding procedures as they regularly update their knowledge. There are clear monitoring systems in place to ensure children are kept safe and secure.
- Staff observe children's development and plan effective next steps for their learning, which they share with parents. This means that parents are able to support their children's learning at home.
- The range of resources both inside and outside in the garden is very good. Children have lots of opportunities to explore and investigate, so they become active learners.
- The manager continually strives for improvement and is highly reflective. The views of children and parents are well documented and contribute to the ongoing development of the nursery.

It is not yet outstanding because

- For a very small number of children, extra information about their home life and background that would help staff get to know them very quickly is missing when they start the nursery.
- Children's learning could be even more effective if information was shared more frequently with the other settings they attend.
- There is scope to improve staff's underpinning knowledge of the reasons why various festivals are celebrated.

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 looked at relevant documentation, including planning, observations and assessment records and children's enrolment forms. She also looked at a range of policies, including information used to assess the suitability of staff.
- The inspector observed activities and care practices in the playrooms and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector spoke with staff, children and parents at appropriate times during the inspection and took account of responses to parents' questionnaires.
- The inspector examined a range of health and safety documents, such as risk assessments, accident records and attendance registers.

Inspector

Valerie Aspinall

Full report

Information about the setting

Oak Tree Nursery was registered under new management in 2009 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of several provisions run by 4Children (Trading) Limited. It operates from a self contained area in Oak Tree Children's Centre in Halewood, Merseyside. The nursery serves the immediate locality and the surrounding areas. The nursery opens five days a week, from 7.45am to 6pm, all year round, except for bank holidays and for two weeks at Christmas. Children attend for a variety of sessions. Children are cared for in one large sectioned playroom and have access to an enclosed outdoor play area.

There are currently 54 children in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language.

There are currently nine staff working directly with the children, eight of whom have an appropriate early years qualification. Six of the staff have qualifications at level 3. The manager has Early Years Professional Status. The nursery receives support from the local authority. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- use children's settling-in sessions to spend even more time with parents and carers, so that even more information is gathered that will help the key person support each child's transition
- extend the frequency of discussion with the other settings children attend, so that information can be shared that will help children make even better progress in their learning
- extend the learning for children during planned activities to celebrate diverse cultures and faiths by developing the knowledge of staff even further, so they know why various festivals are celebrated.

Inspection judgements

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

Children engage in active play with a wide range of resources that support all seven areas of learning. Babies have lots of opportunities to explore using their senses, they enjoy getting messy in the shaving foam as staff model new words, such as 'squash' and 'squeeze'. They examine the texture of paint with their fingers and toes and master new tools, such as rollers and brushes. Staff teach babies how to squeeze the paint bottles and they become fascinated with the nozzle and watch closely as paint drips out. Staff join in and paint their own feet with babies help. These kind of activities encourage babies to experiment with their bodies and to engage all their senses, making their learning very active and exciting. Toddlers have a rich environment with plenty of opportunities to investigate and explore. They enjoy playing independently and in small groups, in particular they enjoy the challenge of the outdoor space. They climb and balance with support from staff and 'paint' the walls with brushes and water. Staff use these activities to extend children's learning. For example, staff 'paint' the letters in their name, modelling the letter sounds as they go. Staff read stories to individual children and sing songs in small groups before mealtimes. They repeat familiar action songs and number rhymes, so they help them to develop their communication and mathematical language. Children who speak French feel valued, when staff count and sing simple songs in French. Children with special educational needs and/or disabilities are well supported, as additional support staff, work on a one-to-one basis with them and give targeted teaching to help them make the best possible progress.

Children are becoming active learners; for parts of the day, they move freely between the very well resourced indoor and outdoor areas. Older children enjoy a visit to the wooded area that is being developed on site. Staff extend their vocabulary as they listen to and describe the sound their wellington boots make on the wet grass. Children jump in puddles and walk through the mud and look closely at the bulbs they planted last term that are beginning to sprout. Staff ask 'I wonder what we will find?' as the children run to the bug house to search for insects. They take advantage of spontaneous events to teach children about the wider world. For example, children look up in wonder as staff point out a squirrel running along the branches just above them. They model digging with sticks to help children find worms in the soil. These activities complement the areas of continuous provision, such as construction, role play and writing areas. Children learn about numbers during the daily routine, for example, they count out the numbers of plates and forks at lunch time, when staff ask them how many they need and staff say 'one arm, two arms' as they dress babies. The good balance of adult-led and child-initiated activities results in children being engaged and busy in their play and ready to make the transition to school when the time comes.

All children are observed frequently, new children are assessed during the settling-in period and this gives a starting point from which staff can plan to help them make good progress. Staff build the next steps for children's learning into activities they have shown an interest in. For example, children that show an interest in the different jobs adults do, have been taken to local businesses, such as the hairdressers and cafe to talk to the staff

there. All staff have a secure knowledge and understanding of how to promote the learning and development of their key children. They observe, evaluate and plan for each child and develop seasonal themes to extend their learning further. However, when interesting activities and areas are planned for cultural celebrations, such as Chinese New Year, staff do not always have the underpinning knowledge of why a festival is celebrated, so they cannot teach children the finer details that would help them understand the activities even more. Parents are encouraged to share their children's experiences at home through daily discussion with staff and by writing in their 'to and fro' book. As a result, staff know children very well and talk to them about their home life, which helps them to feel valued. Staff give verbal feedback to parents each day and record the meals, sleeps and nappy changes babies have. Regular termly summaries detail the progress children are making towards the early learning goals, which helps parents to continue their child's learning at home. They have access to their children's learning files at all times and staff share these at regular parents' evenings.

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

Parents' comment that their children have settled into the nursery quickly and enjoy spending time with their key person. Children are confident, communicative and independent. This shows they are forming secure attachments. Flexible settling in sessions ensure staff quickly get to know children's likes, dislikes and familiar routines. However, for a very small number of children, the 'All about me' sheet that parents fill in, is incomplete when they start the setting, so potentially important information that could help children to settle, even more quickly, is not known immediately. The open plan layout is very effective in supporting children to make the transition from one room to another. All staff are visible to children, so they become familiar, friendly faces. Consequently, children's personal, social and emotional development is well supported. Children are very well supported in making the transition to nursery or reception class. They have uniforms to play with, circle time discussions about starting school and a low level visual display with photographs of the route to the nearby school. Younger children play with pre-school children when they are picked up from nursery, so they develop friendships that will continue when they start nursery class.

The nursery environment is bright and welcoming and offers children opportunities to play in a number of very well-equipped areas. Children's playrooms are arranged, so children can access resources themselves and have spaces to be messy, as well as cosier, cushioned areas with mirrors for relaxation. Children play well together and enjoy each other's company; they help with housekeeping tasks, such as setting the table for lunch and scraping their leftovers into the bin. Staff speak to children in a calm and quiet way and gently remind them to share and look after the resources, they reassure new children who want to play outside, by explaining that they can, as soon as their nappy has been changed. Consequently, children's behaviour is very good.

Children are offered a healthy and nutritious diet that includes fresh fruit and vegetables daily. Older children pour their own drinks and serve themselves at mealtimes and this helps to promote their growing independence. Posters, visits to the on site community cafe and growing fruit and vegetables help children to learn about healthy eating. Outdoor

play is available everyday; whatever the weather, children can ride bicycles, climb on crates and dig in sand and soil. This further develops their physical skills and helps children to develop a healthy lifestyle. Staff encourage younger children to negotiate climbing equipment with their support. Older children regularly access an exciting wooded area on site, with lots of trees, logs, puddles and uneven ground, which they access by walking safely around the car park. Consequently, children of all ages are beginning to learn about safety and risk. This attitude helps children to persist with more challenging activities when they eventually move on to school.

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

Recruitment procedures are effective and all the relevant checks are in place to ensure that staff are suitable to work with children. Staff have a detailed induction, so they understand the nursery policies and health and safety procedures. Safety of children is paramount. There are very effective procedures in place to ensure children are kept safe. Staff have a good knowledge of safeguarding because they have regular training, they are able to identify possible signs of abuse and know how to report concerns about children's welfare. Several staff have first aid certificates and appropriate accident and medicine records are in place. Staff carry out daily risk assessments and check the identity of all visitors.

Staff practice is observed informally on a daily basis and they have regular supervision with the manager who sets appropriate targets to help them develop professionally. Staff development and training is ongoing, consequently, the quality of teaching is good and children make good progress in relation to their starting points. Every term, the manager monitors the progress children make in all areas of learning and analyses the data to identify areas of learning where children have gaps. Last term, she identified that some children were not progressing as well as possible in the area of communication and language. As a result, she has begun to implement a language enrichment programme. Staff from the nursery have worked alongside the children's centre staff who run a similar programme for parents and now the programme is offered to children in the nursery. The manager gives good support to all staff to ensure that teaching supports all children appropriately. She noticed that mathematics was another area where children were not making the best possible progress. As a result, she is planning in-house training for staff to build their knowledge of how to promote mathematics further through the daily routine.

The manager is pro-active in seeking support and is highly reflective. Action plans are in place and good progress is being made towards the goals she has set. For example, the outdoor space has been developed and now offers children a wide range of learning opportunities. The nursery's self-evaluation is celebratory of the progress the nursery is making, while also identifying areas for development. For example, there are plans to offer resources and activities to help parents support their children's learning at home. Staff are involved in the evaluation process and parents are asked to complete questionnaires asking for their views. Partnerships with social workers and speech therapists are good and ensure targeted learning is in place. The local authority supports the setting and staff also attend meetings within the wider company, in order to share

good practice. The manager is keen to build relationships with other local early years and has hosted visits to the nursery. Teachers from schools in the area are invited to meet children prior to starting reception class and the manager is part of an ongoing 'school readiness' project, working with local schools to develop the transition process, which will eventually be rolled out for all pre-school children across the local authority. The manager uses newsletters, email and display boards to keep parents up-to-date with nursery life. Parents' comment on the friendliness of the staff, they are kept informed of their children's development and feel they are making good progress.

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	EY393452
Local authority	Knowsley
Inspection number	821857
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	42
Number of children on roll	54
Name of provider	4 Children
Date of previous inspection	02/02/2010
Telephone number	0151 448 0475

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

