

The Oak Treehouse

Inspection report for early years provision

Unique reference number

EY360642

Inspection date

21/10/2008

Inspector

Sheila Boyle

Setting address

The Oak Centre, Hind Leys Campus, Forest Street,
Shepshed, LE12 9DB

Telephone number

01509 650742

Email

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 Treehouse provision opened in 2007. It is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery operates from three ground floor rooms in purpose-built accommodation which has access for disabled persons. The out of school care operates from five rooms within the nursery building and from several rooms at the nearby Hind Leys School on the same site. The setting works in partnership with the local authority, outside agencies and the schools to which children transfer at the age of five. A maximum of 35 children may attend the Nursery at any one time and a maximum of 70 may attend the out of school care sessions at any one time. The nursery is open from 08.00 to 18.00 weekdays for 50 weeks of the year. The out of school care operates before and after school in term time and all day during the school holidays. Children up to the age of 14 years may attend the out of school provision. There are currently 80 children from birth to five years on the nursery register, 20 of whom receive funding for early years education. Thirty-three children attend the out of school sessions at present. All of the children have access to a fully enclosed outdoor play area and additional play space is available for those who attend the out of school care provision.

Overall effectiveness of the early years provision

There are some outstanding features, including a highly effective team of dedicated staff, strong links with parents and outside agencies and excellent accommodation. These ensure that children settle quickly to a caring, nurturing and inclusive environment. Procedures to ensure children's safety are robust and the good ratio of adults to children enables staff to supervise children vigilantly during lessons and when playing outside. The curriculum is well planned and, as a result, children get experiences in the six areas of learning at a level appropriate for their age and capabilities. Assessment is developing well and through the 'Learning Journey' profiles, the uniqueness and learning of each child are carefully recorded. The manager has a clear understanding of the provision's strengths and the areas for development. The few issues highlighted in the recent Ofsted report have been fully implemented. The provision has good capacity to improve further.

What steps need to be taken to improve provision further?

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

- develop a more structured system of self evaluation to help identify areas where improvements can be made.

The leadership and management of the early years provision

The leadership and management of the provision are good. The provision is well organised and the day-to-day running of the Nursery is smooth and highly

effective. There are secure policies and procedures to ensure that children are well cared for and kept safe at all times. The manager is well supported by a team of experienced and dedicated staff who work closely with parents and outside agencies to make sure that the needs of all children are fully met. For example, strong links have been established with the local speech therapist and the special needs coordinator from the local authority to ensure the children with learning difficulties get the support they need. Similarly, effective links have been established with the local infant schools to which the children transfer at the age of five. This helps toward a smooth transition and assists the teachers from those schools to forward plan for the individual needs of the children. The staff of The Oak Treehouse Nursery have a very good understanding of the requirements of the Early Years Foundation Stage (EYFS) framework and take appropriate account of its requirements in daily planning. Procedures for monitoring and evaluating the nursery's work are being developed, but they are not yet formalised.

The quality and standards of the early years provision

Children benefit from a good range of resources and the well organised environment where there is ample space to play safely, both indoors and on the outdoor equipment. All areas accessed by children are clean and well maintained. The excellent facilities for changing babies and young children, the diligent routines and the use of disposable aprons and gloves minimises the risk of spreading infection. Older children demonstrate good levels of independence in their personal care by washing their hands after using the toilet and before meals. Children regularly participate in physical activities and use the good range of outdoor equipment at least once per day. Here they improve their coordination skills by playing together on climbing equipment and with toys and equipment for throwing, catching, pedalling and balancing. Floor activities which encourage and promote physical development are widely available for the younger children. Babies roll and crawl and toddlers become increasingly confident in their walking skills. Children have access to cold drinking water all day and they are given fruit at break-times. Healthy lunch menus are provided to encourage children to eat healthy food. Adults help children to develop language skills and children communicate with one another and with staff. Children learn to interact with each other as adults encourage them to negotiate and take turns in play.

A wide range of varied and stimulating activities captivates children's interest and imagination. For example a class of three year olds were learning about nature by planting pansies in a number of disused car tyres which they were filling with compost. They explored the texture of the compost and discussed the colour of the pansies. Older children made patterns and pictures by printing with autumn leaves they had collected earlier. Each child is treated as an individual and samples of their work are attractively displayed on walls or included in their 'Learning Journey' profile. Children are happy and they grow in confidence as they independently explore different aspects of the provision and learn new language through cooperative play. Older children are beginning to take on responsibilities such as distributing small pieces of equipment to their peers and tidying away after lessons have finished. Children's behaviour is good, they are fully aware of the nursery's

rules and they respond well to requests from adults and to the praise they receive for good work and for helping one another.

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?	2
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?	3
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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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