

# Oak Tree Day Nursery

Inspection report for early years provision

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**Unique reference number** EY235391  
**Inspection date** 16/07/2009  
**Inspector** Aileen Ewins

**Setting address** 13 Nine Mile Ride, Finchampstead, Wokingham, Berkshire,  
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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 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

Oak Tree Day Nursery is a private care provision set in rural surroundings and is part of the Child Base group, which has nurseries across the country. The nursery provision is set over two floors and has a large enclosed paved and grassed garden to the rear of the property. There is a strong emphasis on indoor/outdoor free-flow play.

Oak Tree Day Nursery has been registered since 2002. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open from 08:00 to 18.00 each weekday with the exception of Public and Bank Holidays. Full and part time places are offered. A maximum of 67 children may attend the nursery at any one time under eight years of age. Of these 67 children may be in the early years age group and of these, only 42 children under two years of age at any one time. There are currently 106 children on roll in the early years age group. The setting is able to support children with special needs and those for whom English is a second language. The nursery has been awarded with Investors in People status.

The children are cared for across the age groups by qualified and experienced staff. In total there are 27 staff working full and part time, of whom 20 have appropriate childcare qualifications. The nursery is further supported by the manager and her deputy, an administrative assistant and two kitchen staff. All staff currently hold first aid certificates. The setting receives support from the local early years childcare and development partnership.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The nursery displays exceptional understanding of how to plan purposeful play opportunities for the individual child. Management, staff, outside agencies, parents and children help to inform the processes used to evaluate the care provided to children and therefore a comprehensive self-assessment highlights the strong qualities and areas for continuous improvement. Policies and procedures are shared with parents and acted upon at all times. Consequently, children are provided with a safe, happy, welcoming and thoroughly inclusive environment.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance further the opportunities for children to play with ideas in different situations, in order to discover more connections and come to new and better understandings and ways of doing things, thinking critically and asking more questions

## **The leadership and management of the early years provision**

Staff at the nursery are committed, confident and motivated in their approach. They have a strong understanding of the children they care for. The key person system is effective and ensures that successful links are made with families prior to children starting at the nursery through discussions and observations. These links help each child's key person understand likes/dislikes, accomplishments so far, fears and routines for example; and enables the child to settle quickly. The links are continued as the child travels through the age group classrooms with transition meetings and thorough observations. A back up system is in place so that if a child's key person is absent each child has contact with a familiar person.

Children's safety and well-being is a top priority to the nursery. Thorough procedures are in place for the recruitment of the staff employed. All staff complete a comprehensive induction process which includes training in paediatric first aid, safeguarding children, fire training, behaviour management and health and safety procedures. Staff meetings are held regularly and all staff have supervision meetings and six monthly appraisals. Future training needs are identified through ongoing assessment. Staff competently demonstrate how to safeguard the children in their care and are aware of the procedures to follow should they have a concern over a child. Risk assessments are detailed and include systematic health and safety procedures, assessments for indoors, outdoors and outings; as well as for activities children complete. Added to this, assessments are further conducted in order to cover the needs of individual children when necessary. Therefore, risks and potential hazards to children are minimised. Policies which help to provide an inclusive, safe and healthy environment are shared. Parents and carers are therefore aware of procedures for sickness, behaviour and equal opportunities for example. Children's records remain confidential at all times. Registers, medication, accident and incident documentation and parental written consents are all maintained consistently and as required by the regulatory body.

Links with parents and carers are exceptional. Meetings and settling in times are in place for the new children and their families. Parents and carers receive newsletters which inform them about day-to-day matters as well as learning and development opportunities. For children under two a daily diary is completed. Transition meetings and regular parent/carer meetings are held with key person staff and offer opportunities to discuss children's development and any concerns. Links with other agencies such as nurseries, schools, local authority and speech/language professionals for example are strongly encouraged. Parents, grandparents and other family members are invited to join the nursery on Fun Days, family breakfasts for instance.

The nursery has acted in full upon the two recommendations set at the last inspection. In valuing the views of others the nursery is proactive in providing questionnaires, letters and in considering the thoughts of parents, staff, children and other agencies. This information is taken into consideration when evaluating the care provided to children. The nursery has completed an extensive self-

evaluation document which is updated each six months and is used successfully to inform them of their strengths. The nursery is forward thinking and is already considering their continuous improvement and ideas for the future.

## **The quality and standards of the early years provision**

Children's learning and development is supported exceptionally well. Staff have a strong understanding of the Early Years Foundation Stage (EYFS) framework. They are proactive in children's learning and adapt times during the day to suit what happens as children play. All children are assigned a key person with whom they form a warm and deep bond with and who understands their individual needs well. This system is also backed up so that children work with a familiar face should their key person be absent. However, all staff are extremely caring and demonstrate an understanding and knowledge about all the children in the nursery. There is a seamless indoor/outdoor free-flow play system in place and this versatile approach enables siblings to meet, greet and play with one another throughout the day. Likewise proactive staff invite older children in to play with babies having fun out in the baby garden, which they enjoy immensely.

Children follow a programme entitled SOUND Foundations which aims to seek children's attention, observe their interests, understand their starting points and stages of development, nurture them through a key person system and decide on their next steps through planning. Planning for all rooms is conducted by all staff who are creative and confident in their understanding of children's development. The planning is linked to the early learning goals and classroom planning is adapted and organised by the key person to suit the needs of the individual child. Thorough and extensive observations are made on all children of all age groups. All six areas of learning are covered both indoors and outdoors, and children have access to an exceptionally wide range of resources and activities, which they can access easily.

Children demonstrate a willingness to learn and are active in their own development. For example, children help to put together a Wigwam and discuss with staff how Indians lived, then go off to make Indian headdresses. Others build large towers claiming 'my tower is taller than me'. Children role play, enjoy music classes and take part in the stretch and grow physical programme. They count in English and French and demonstrate an awareness of others' feelings through golden value time. Children's development records are shared with parents through parent evenings although parents are aware they can see their children's profiles at any time. An excellent communication system is in place and parents/carers understand how to help their children extend their learning at home. For under two year old children, a daily diary system is in place also. Children are encouraged to become curious through discovery bags which enhance language and vocabulary through interaction with adults using individual conversations; and through finding out boxes containing magnifying glasses and binoculars for example. Children are provided with opportunities to discover their own mark making and practise phonics.

Children are thoroughly settled at the nursery. They form warm relationships with

the staff who care for them and their friends who share their day. Children behave exceptionally well. They understand the importance of taking turns and supporting each other. Staff are strong role models who display a consistent approach. Children start to learn about their own safety, for example, when playing outdoors learning about road safety during the transport theme or through the regular fire drills which are practised using various scenarios at different times of day. Children play outdoors regardless of the weather. The indoor/outdoor free-flow is enjoyed by all and enables children to receive plenty of fresh air and exercise. Children thoroughly enjoy their snack, lunch and high tea, which is prepared and cooked at the nursery. The cook has a professional approach and understands children's dietary needs and any allergies. Older children act as monitors setting tables and clearing away after. Children help themselves and pour their own drinks. Babies food is prepared to cater for two stages during weaning periods. Staff sit with children as they eat and meal times are sociable occasions enjoyed by all. Children are encouraged to be as independent as possible and extra care and support is given to those children about to transfer on to the next classroom age. Babies are provided with lots of cuddles, play and support. Their room is light and airy. A delightful cot room is provided for sleep times. Staff follow cleaning and sterilisation procedures as a top priority.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	1
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

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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