

# Oak Tree Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	133089
<b>Inspection date</b>	02/11/2009
<b>Inspector</b>	Barbara Walters

<b>Setting address</b>	Newton Park, Newton St. Loe, Bath, Avon, BA2 9BN
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<b>Type of setting</b>	Childcare on non-domestic premises
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Oak Tree Day Nursery was established in 1995 and operates from two adjoining houses in the parkland ground of the Bath Spa University, Newton Park, Bath. It is a full day care nursery offering full-time and part-time places for the children of university staff and students as well as the local community. The nursery is open from 08:00 to 18:00 Monday to Friday throughout the year. Children use upstairs and downstairs rooms offering separate play space for babies, toddlers and pre-school children. There is an enclosed garden shared by all the children.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 27 children in the early years age range may attend at any one time. There are currently 44 children aged from birth to five years age range on roll, some in part-time places. There are nine core members of staff, eight of whom hold appropriate early years qualifications to at least NVQ level 2. Operational links are in place with other early years providers.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The management and staff strive towards constant improvement of the nursery and are very clear about the way forward. Children benefit from a consistent staff team who have clear roles and responsibilities. They work well together to provide an inclusive and supportive environment for children. Strong partnerships with parents and outside agencies ensure that all children's needs are met. Children are happy and confident in a well-managed, stimulating care and learning environment.

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

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

- include parents in children's initial assessments to ensure that staff have a good knowledge of each child's individual needs and achievements
- develop the use of observation and assessment to impact more effectively on planning and identify children's individual learning and development needs and to ensure that each area of learning is given sufficient emphasis

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

The nursery has a strong commitment to professional development and consistently reviews and evaluates its practice to bring about successful outcomes for children. The manager is very effective in using self-evaluation that is influenced by staff and parents to identify strengths and areas for improvement.

Regular staff meetings, a long-term plan and a commitment to staff development all contribute to a common desire to drive improvement. Thorough risk assessments contribute to children's safety and staff take steps to minimise any identified risks. For example, new activities are assessed by staff to ensure children's safety. The designated member of staff has a secure understanding of child protection and is confident in her role in protecting children and where to make referrals. All staff have attended child protection training and new staff or volunteers read and discuss the policy with the manager as part of their induction training. Effective recruitment procedures ensure that staff are appropriately qualified and vetted and are suitable to work with children. The nursery works continually to provide an inclusive environment for all children. For example, baby sign has recently been introduced for the younger children so they are able to communicate with adults and mark-making activities are planned with boys in mind.

Strong relationships with parents and other partnerships help ensure children experience consistent care. The views of parents are taken very seriously by staff and they actively seek them through daily discussion and the use of parental questionnaires. Weekly emails keep parents well informed about how the staff plan learning and offer suggestions on how they might further support their children by completing activities at home. However, parents are not involved in the initial assessment to ensure that staff have a good knowledge of each child's individual needs and achievements. The nursery has also developed links with many of local settings who deliver the Early Years Foundation Stage and other professional agencies, such as the health visitor, which ensures that all children are equally supported and their diverse needs are met.

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

Children are happy and motivated and make good progress in their learning. They have access to a variety of resources that are well organised so that children can select the toys and equipment for themselves, which supports their growing independence. Resources are varied and ensure that all areas of learning are covered, including natural resources for the younger children to explore. All children spend lots of time outdoors which is used for all types of play, such as sand and water and the sit and ride toys. Children are creative when developing their own imaginary play with simple resources such as boxes and sheets of cloth, exploring the seas in their boats looking out for sharks and whales. Three and four-year-old children begin to recognise the sounds that letters make as they look for their names at snack times. They develop their understanding of numbers by having a number label next to the fruit so they can take the allocated quantity. Young children develop a warm sense of belonging through staff support. They laugh with delight when playing peek-a-boo and are full of curiosity when staff sing songs to them, touching their head, knees and toes. Staff plan activities based on their observations of the children's interests. Written observations are clear and informative about children's achievements and staff know the children sufficiently well to be able to move them on in their learning. However, the observation and assessment procedure is not fully developed to identify each child's learning

priorities and to plan relevant learning for each individual child across all areas of learning.

Staff are vigilant about ensuring safety precautions are in place so that the children can move freely, explore and investigate. Staff implement effective hygiene routines, such as keeping tables and the children's bathroom clean, where there are child-friendly posters to remind children who may forget to wash their hands. Younger children are well supported by staff until they can do these things independently. Children develop a good understanding of adopting healthy lifestyles as they are beginning to grow their own vegetables. They enjoy healthy snacks and meals that are freshly prepared on the premises, helping themselves to fruit and pouring their own drinks during snack and meal times. Children help to clear away their cups and plates which promote their independence and help them to develop skills that support their future well-being. Children understand the clear and realistic boundaries which are set according to their age and understanding. They follow simple rules to help learn to keep themselves safe, such as sitting carefully on the chairs.

Children are happy and relaxed. Staff recognise children's efforts as achievements and always praise them for trying or responding well, which promotes children's feeling of trust and self-esteem. Consequently, children's confidence to express their own ideas and try new challenges is developed. For example, children happily join in during circle time, telling their friends about their weekend. This is supported well by staff as parents have shared what has happened in the weekend book brought by the children.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
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