

# Oak Tree Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY260507

**Inspection date**

04/02/2010

**Inspector**

Jackie Phillips

**Setting address**

Willerby Hill Business Park, Hull, East Riding of Yorkshire,  
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**Type of setting**

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).

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## Description of the setting

Oak Tree Day Nursery is a privately owned, full day care facility, which registered in August 2003. The provision is situated within the Total Fitness Leisure Centre, in the village of Willerby, East Riding of Yorkshire. The setting is registered by Ofsted on the Early Years Register to provide care for 50 children under the age of five years, 22 of whom may be under the age of two. Children are welcomed from the local and surrounding areas and include those who parents use the leisure and fitness club. There are 97 children on roll at present. Appropriate support and provision is provided for children with special educational needs or those who use English as an additional language.

The nursery opens Monday to Friday from 7.00 am to 6.00 pm. It is open all year round, except for Bank Holidays and a week in between Christmas and New Year. The provision employs 19 members of staff, working both full and part time as required, the majority of whom hold recognised childcare qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in a bright and welcoming environment. Evidence around the setting of children's art work and photographs helps them to feel valued and respected and keeps parents informed. The majority of systems, routines and record keeping procedures help to keep children safe and contribute, with some success, to their care, learning and development. There is a strong commitment to foster good relationships with parents. Partnerships with others, including those who deliver the Early Years Foundation Stage (EYFS), are under development. The group demonstrates a willingness and positive attitude to tackle identified weaknesses and make plans for further improvement to the provision and outcomes for children.

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

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

- provide a record of the risk assessment clearly stating when it was carried out, by whom, date of review, and any action taken following a review or incident (Documentation) 25/02/2010
- request written parental permission to the seeking of any necessary emergency medical advice or treatment (Safeguarding and welfare). 25/02/2010

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

- develop the outdoor environment to ensure it is conducive to learning and expands the opportunities for children's development and progress
- improve access of books for children to support their learning, choice and decision making, particularly in the pre-school room
- improve the management of mealtimes with regard to developing children's social skills, independence and choice
- ensure children's development profiles are completed regularly to track and confirm progression as they move towards the early learning goals
- develop partnerships with other providers delivering the EYFS to ensure continuity of care and learning for individual children
- consider recording incidents and accidents that children receive away from the setting and share this information with parents.

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

Good systems are in place to enable staff to undergo appropriate training to achieve a recognised childcare qualification or to develop their knowledge and understanding of issues relating to a range of effective working practises. This includes training in first aid and safeguarding children. Checks are carried out to ensure that there are no reasons why they should not be employed to work with children. The majority of procedures to keep children safe are established, although the legal requirements to have in place a record of the risk assessment and gain written parental consent for the setting to seek any required emergency medical advice or treatment, are currently not robust. Children are helped to develop a sense of personal safety by, for example, being involved in practising the setting's emergency evacuation procedure and hearing explanations provided by staff. For instance, being reminded by adults not to throw sand in case it gets into someone's eyes. Information is exchanged well between parents and staff concerning medication to be administered, accidents sustained at the setting and any dietary requirements children have. However, incidents and accidents that children receive away from the setting, although discussed, are not recorded and shared as part of effective safeguarding measures. Sometimes issues around confidentiality are weak.

Staff work very well as a team, many of whom have been employed at the setting for some time. They are very friendly, approachable and demonstrate, for the majority of the time, that they have the best interests of children at heart. For example, they know children well, consider their development and next steps in their learning when planning activities and attempt to provide some opportunities for children to make choices and decisions. The baby room, in particular, is very well organised with emphasis placed on meeting the individual needs of parents and children. For instance, assisting in helping those babies being introduced into the setting to do so at their own rate and with as minimal disruption to their routine as possible. Observations of babies and children take place regularly and staff make an assessment of their progress which helps to inform future planning. The individual profiles of children's development are interesting and shared with parents. However, on some occasions systems for tracking and monitoring is inconsistently applied which does not provide a true reflection of how and when

children are making progress towards the early learning goals.

Parents are recognised as valuable partners. A strength of the setting is how information is delivered to parents and how they are encouraged to be involved. The individual requirements of their children are acknowledged and the setting is working towards developing partnerships with others to ensure a stronger contribution is made to children's achievements and well being. Resources provided for babies and children are varied, interesting and support their learning and development needs. Additional toys and equipment have been added since the last inspection and the manager has a good idea of those she plans to have in place following her reflective practice exercises. Parents and children have contributed to the evaluation process, information is shared and comments and ideas welcomed for further improvement. Access to the outdoor environment is well managed to keep all children safe yet allow for daily physical exercise and enjoyment in the fresh air. However, it lacks the same potential to enrich and extend learning experiences for children and create further development opportunities, as those inside.

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

Overall, children make sound progress in their learning. Most are content, well occupied, settled and willingly take part in the range of activities provided. All areas are well equipped, although the mark making area and book corner in the pre-school room is under developed. A majority of the good variety of books are stored within a beautiful book box. But as children are encouraged to tidy these away as part of the routine, books are not well presented and end up muddled, stored on top of one another so therefore reducing the opportunity for children to make choices and decisions or be attracted to the book area for independent reading.

All children achieve because they are encouraged to be active in their learning and enjoy the experience. For example, they investigate and explore using a wide variety of natural resources, such as sand, water and dough. Visitors are welcomed into the setting to share their interests, skills and talents with children, such as the members of the Fire service, Police dog handlers, dental hygienist and story tellers. They learn about the wider world through the celebration of different festivals, such as Chinese New Year and take part in fund raising events. This helps to raise their understanding of respecting the needs of others and how success can be achieved through co-operation and working together. Pictures of positive images around the whole setting, are however, limited.

The routine of the day presents the opportunity for children to play inside and outside, work independently or as part of a group, enjoy a variety of meals and snacks and have access to drinks, rest and sleep. The management of lunchtime was poor on the day of the inspection. For example, older children were provided with little opportunity for choice or to serve themselves, there were missed, valuable learning experiences such as setting the table or clearing away and children were not introduced to acceptable social skills, such as for example, not

leaving the table until everyone had finished eating. The menu is shared well with parents and over time provides children with nourishing meals, many of which contain healthy options. Older children are able to brush their teeth and in general, good personal hygiene routines are adopted.

Most children behave well and develop a true sense of belonging at the setting. They are confident and secure when visitors are present and develop warm and trusting relationships with their peers and carers. Progress in communicating, literacy, numeracy and skills relating to information and communication technology, is developing well. Support is provided for children who require some assistance in communicating. Computer programmes are navigated expertly by older children, confidently operating the mouse. Children are eager to demonstrate their counting skills, forwards and backwards, or, for younger children, counting the 'pretend' bones buried and hidden in the sand. Children are able to express themselves through song, rhyme and music. Role and creative play are encouraged, although the desire for free painting at the easel is not always readily available for some. Overall, children are generally secure in fundamental skills they require in order to make progress in their learning. This includes the babies who explore their surroundings with curiosity and interest.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	2

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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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