

# Oaktree Pre-School Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY283078
<b>Inspection date</b>	01/09/2010
<b>Inspector</b>	Lorna Hall
<b>Setting address</b>	Fellowship House, Parish Office, 30 St. Mary's Road, London, SW19 7BP
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<b>Email</b>	
<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.

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## Description of the setting

Oaktree Pre-School nursery opened in March 2004.

It operates from single storey premises within St. Mary's church grounds in Wimbledon Village. It consists of two interlocking playrooms, a baby unit, plus kitchen, storage and toilet facilities. There is an enclosed outdoor play area and the nursery also has use of the church hall and grounds under supervision. It serves the local community.

There are currently forty seven children aged from one year to under five years on roll all of whom are in the early year age group. This includes five funded three year olds. Children attend a variety of sessions. The setting currently supports ten children with English as an additional language and children who have learning difficulties.

The nursery opens Monday-Friday, fifty one weeks per year. Sessions are from 8.00 to 18.00, 8.00 to 13.00, 13.00 to 16.30, 8.00 to 15.30, 13.00 to 18.00.

The nursery employs nine full and part time practitioners, of these six hold early years qualifications and the others are working towards a recognised childcare qualification. The nursery receives support from the Early Years Partnership and the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make significant progress in their learning and development because practitioners have extensive knowledge and understand of the related framework and how children learn. In addition practitioners work extremely well with other agencies to ensure they narrow the gap for children who are disadvantaged to improve outcomes. There is a strong commitment to practitioner personal development to secure outstanding outcomes for children. Effective procedures are consistently carried out to safeguard the children and to promote their welfare. Links with parents ensure they are fully informed about the day to day running of the nursery and they have opportunities to contribute to their children's learning. Children take responsibility for their safety and skilfully use a range of cutting implements to cut through objects as part of their play. Although, children generally adopt a healthy life style however, the arrangements for children who are toilet training is not consistent with the generally high hygiene standard. There is a great capacity for improvement because the leader involves others in the monitoring and self evaluate process. Resources are attractively presented to ensure equal opportunity for all.

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

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

- ensure the arrangements for children who are toilet training is hygienic

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

Children are successfully protected from abuse because practitioners have excellent knowledge and understanding of safeguarding issues. There is comprehensive awareness of how to identify record and report safeguarding concerns. Additionally children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new practitioners. Rigorous risk assessments are carried out and recorded and any identified risk addressed. Children are extremely well behaved because they are engrossed in stimulating and interesting learning activities and they build excellent relationship with adults.

All the policies and procedures required for the effective management of the setting are in place. These are available to parents at all times as is the nurseries' prospectus which has comprehensive information about the business arrangement.

Effective links exists with parents and practitioners and the key person system ensures that parents fully understand how their children spend their time. It also ensures parents provide the correct information to successfully meet the needs of all children and promote their welfare. In addition, newsletter and notice boards with information printed in other languages the parents speak are some of the ways parents' access information. There is an active Parents Association and they meet with other parents and successfully plan social activities and liaised with funding agencies.

Children learning and development is enhanced by excellent links with others such as local schools. Practitioners work closely with local schools to ensure the more able and gifted children receive the education they need according to their academic ability. To show their commitment to narrowing the gap for disadvantaged groups in the local borough, practitioners took part in the borough's initiative to improve the opportunities for certain groups. So they could access communication, language and literacy resources. Through training practitioners were able to develop new teaching methods and improve the resources in this area. As a result there was significant progress in these children progress and achievement.

The leader is motivated, enthusiastic, and leads a committed and passionate team who work extremely well together. To demonstrate her commitment to practitioners' personal development, each practitioner attends at least four training

within the year. After training practitioners evaluate the information they receive and feedback to colleagues at team meetings. Spontaneous and on the job training provides great opportunities for practitioners to learn through role play. For example, the leader will act out a scenario during team meeting and staff have to act as they would in a real life situation.

The self evaluation involves others and reflects rigorous monitoring of what the nursery does well and what needs to improve. The vision of the nursery is consistently communicated to practitioners in a variety of ways. Daily meeting with practitioners to discuss and evaluate the previous day plan for the day ensure practitioners are clearly understand their roles and responsibilities.

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

Practitioners' excellent knowledge of the learning and development, welfare requirements and Early Years Foundation Stage guidance. Enable them to plan and deliver a stimulating environment conducive to learning. There is a powerful ethos and outstanding commitment to ensuring equal opportunity for all the children. Consequently, practitioners value children as individual and know each child and their family background. Children with linguistic diversity are fully supported to access resources and a list of the languages they speak is displayed in the classroom and on the main notice board. A list of languages practitioners speak is also displayed to provide opportunity for children to use their home language in their play and learning. Lots of signs printed in other language are used to ensure parents and children are involved.

Children's self esteem is greatly promoted and they settle quickly because displays include photographs of important family members and significant times in their children's lives and include different text and labels in other languages. Resources are effectively deployed and beautifully presented on the children's level and provides great opportunities for them to make independent choice. The excellent organisation of resources and activities enable the children to initiate their play and use their imagination to create different scenes and act out roles especially in the home corner. Children develop skill for the future as they engage in cooking activities and sit at the dining table at meal times.

Observation and assessment records are consistently up to date and stretching challenges are set for all children. Practitioners clearly describe the next step in children's learning and ensure the information is communicated to other practitioners to ensure consistency. Parents receive comprehensive information about their children's learning in relation to the early learning goals. There are lots of opportunities for them to contribute to their children's learning under the six areas of learning at home and report back to practitioners. Where possible practitioners use the information parents provide to plan and extend activities based on the children's interests.

Practitioners are highly skilled in using a wide range of communication methods

including, picture boards with signs to indicate changes in routines and areas of learning. Practitioners are effectively deployed indoor and outdoors to support the children. For example, they sit on the floor with the babies and outdoors staff ensure that the children wear protective clothing so they can get maximum enjoyment when playing with natural material such as sand and water.

Children work extremely well independently and show persistence when completing difficult task. They initiate their play and develop skills to work with the other children. For example, they wait their turn and remind the other children to label their work. Children work well in large groups they listen keenly as they look at books and complete puzzles in the home corner. Lots of conversation about this activity. Younger children are exploring their surroundings with great interest. They crawl and access resources on the floor and attempt to support themselves on the low and safe window sill.

Children's understanding of the wider world is enhanced through books and visits from the emergency service such as the fire brigade. Their learning is reinforced by watching DVD and asking questions about the visit. There is outstanding evidence of the children's skills in communication, literacy, numeracy and progress in developing information and communication technology. They skilfully manipulate the mouse on the computer to carry out simple programs and follow instructions to play and complete educational games. Children with special educational needs are fully supported and practitioners work with other agencies to ensure children receive the correct information and resources to meet individual needs. Written Individual Education Plans are consistently update and appropriate targets set.

Children safely use a range of tools and equipment within the setting and know how to handle these in order to keep safe. Their understanding of safety is furthered promoted because they participate in regular fire drills and effective fire detectors are fitted. Exemplary organised routines such as a safety check list for outings, and information about outings is kept at the front door. So in an emergency practitioners knows the whereabouts of all the children. Rigorous safety measure ensures visitors to the nursery sign in and out and the purpose of their visit is recorded. As an extra safety measure, several rack sacks filled with essentials items are easy accessible to practitioners to carry on outings and in the garden.

Children have innovative opportunities to engage in a wide range of interesting physical activities. Such as nature walks to Wimbledon Park and Common. Outdoors they run around and skilfully ride bikes, walk on stilts and confidently park their bikes in a numbered bay. They enjoy healthy and nutritious meals which are freshly prepared by the chef and they are lots of posters displayed around the nursery promoting healthy eating and drinking. Parents receive comprehensive information about the care and exclusion of children who are ill and the required procedures are in place to ensure children receive the correct treatment in an emergency and that medication is administered correctly. Practitioners observe good hygiene and wear gloves to change nappies. However, the arrangement for children who are toilet training is not consistent with the general high standards of hygiene.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	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