

Oak Tree Kindergarten Ltd (Lansdowne Road)

Inspection report for early years provision

Unique reference number	EY268826
Inspection date	11/02/2011
Inspector	ISP Inspection

Setting address	42 Lansdowne Road, Luton, Bedfordshire, LU3 1EE
------------------------	---

Telephone number	01582 720 848
Email	patricia.holding@otkltd.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Kindergarten opened in 2003 and operates from a large detached converted house in Luton, Bedfordshire. The group have access to four base rooms, a kitchen, utility areas, laundry, staff room and toilets. All children have shared access to a secure, enclosed outside area. A maximum of 42 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 76 children in the early years age on roll. The nursery currently supports a number of children with learning difficulties/disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 27 staff. Of these, 17 staff, including the manager hold appropriate early years qualifications. The nursery also employs a number of support staff such as a cook, cleaners and a gardener. The nursery receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children and staff thrive in this welcoming nursery. Excellent observations of children's individual achievements and individually tailored challenges enable children to make outstanding progress towards the early learning goals. Staff ensure that parents are fully informed about what their children are doing and are effective in sharing information about their needs and routines. The owner, manager and staff are highly motivated and have a positive approach to self-evaluation. They have established detailed systems to support the continuous review of their work, enabling them to prioritise areas for improvement and offer a service, which is fully responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

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

- developing further the outstanding organisation of the setting.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is actively promoted. All senior members of staff access safeguarding level 2 training and all other staff access level 1 training as a

minimum. All practitioners additionally access certified First Aid training, Behaviour Management and level 2 Food Hygiene training as a minimum requirement. This ensures that the staff's responsibilities are clearly understood. Thorough risk assessments and daily checks ensure that hazards are minimised. Stringent checks are carried out to ensure that all staff are suitable to work with children. The Management Team follow a robust recruitment and selection process to provide a highly skilled staff team who deliver warm, consistent care and education to all children.

The setting has established a detailed self evaluation process which highlights the outstanding organisation of the setting and all positive improvements. Staff regularly exchange views and ideas by networking with other providers through training and visiting each others settings. They actively seek feedback on their strengths and weaknesses from children, parents and carers as well as staff through yearly appraisals, weekly staff meetings and fortnightly team leader meetings. Staff are supported in attending further training and gaining qualifications. This helps create a positive learning environment, where both children and staff thrive.

Resources are used well to promote children's learning and development. For example, Staff are effectively deployed to maintain ratios on a daily basis taking into account any staff absences. They have an extremely sound knowledge and understanding of all aspects of the EYFS. They plan and deliver an excellent range of stimulating, challenging activities and learning opportunities. These activities are assessed and evaluated to ensure the learning objectives are achieved. Plans show how activities are adapted and extended for individual children. Staff are also very effective at extending spontaneous child led opportunities and promoting children's independence and choices in this outstanding learning environment.

Staff provide a wide range of high quality, challenging and age appropriate equipment and furniture to aid language, social, emotional, spiritual, cultural, physical and sensory development. Children have access to a broad range of safe, good quality, purposeful and developmentally appropriate toys, furniture and equipment. Children are able to access resources at child height thus enabling them to become independent and make choices. Good use is made of the nursery building to provide a wide selection of activities based around the Early Years Foundation Stage curriculum.

Each child is assessed on their individual needs such as English as an additional language and Special Educational Needs and their needs met accordingly through the daily planning of activities. Plans also reflect extension and adaptation for all children. All planned activities are evaluated to assess their effectiveness and highlight strengths and weaknesses of the children, this then informs future planning. Children's understanding of respect for one another, cultures, disability awareness, languages and race is promoted in a positive way through linking these areas into topics and activities. Staff are good role models and ensure that stereotypical views are challenged. All resources are reflective of the children's cultures through an abundance of toys, books and games. They make sure that they understand each child's background, cultures and beliefs and encourage children to recognise and respect differences. Children's self-esteem is promoted

as they are offered opportunities to talk about their beliefs, families and recent experiences. This enables all children to feel welcome and valued.

Regular open evenings are held to enable the key workers and parent or carers to discuss the children's progress. Hand-over sheets are sent home each day for children under two. These include information on activities they have enjoyed, how they have eaten, toileting and nappy changes and how long they may have slept. Older children's parents are kept informed on a daily basis through the use of white boards and notices. Parents and carers are encouraged to contribute to their child's learning which is done through encouraging children to swap their library books and by taking the class mascot home for the weekend. Staff and managers regularly exchange views and ideas by networking with other providers through training and visiting each others settings. Partnership working with outside agencies is a major strength of the nursery which is evident by the excellent feedback received from parents and other professionals.

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

Children make outstanding progress in all areas of learning and are fully supported in achieving because staff have an exemplary understanding of the Early Years Foundation Stage. Children display very good skills and attitudes towards learning as a direct result of the excellent input from the staff team. They observe and assess children as they play, using this information to inform activity planning. Staff respond quickly to children's developmental needs and adaptations to planned activities can be carried out on a daily basis. This enables them to provide tailored experiences and activities which actively promote children's individual development.

The environment is attractive and accessible, enabling children to make independent choices and select their own resources. This promotes children's confidence and self-motivation. Children display their feelings of safety as they confidently move from one area of play to another, accessing their own resources to develop their own play. They routinely learn how to keep themselves healthy and safe, for example, following direction when evacuating the premises in an emergency or crossing roads on an outing. Children are rewarded with lots of praise from staff, which further promotes their self-esteem. Award certificates and stickers are used to encourage positive behaviour and self-confidence. This actively encourages children to develop habits and behaviour appropriate to good learners, whilst respecting and understanding their own and others needs.

Each child has their own assessment folder which acts as a record of their outstanding progress. These assessments are meaningful and relevant to the individual child and they also include feedback from other adults in the child's life. Detailed and practical observations and monitoring of the children's development and achievements in all areas of learning highlights the next stages of learning for individuals and groups of children.

Children's have secured relationships with the staff, whose consistent approach to behaviour management enables them to feel secure and develop their

understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. They are confident and therefore are actively involved in their learning, developing positive attitudes to this. Children's understanding of diversity is developed as they participate in daily discussions, access relevant resources and celebrate festivals that reflect their beliefs and those of others. Children who speak English as an additional language are well supported and make very good progress. They are supported in developing their knowledge of English but staff also value the children's own language, using key words and sign language.

Children are actively encouraged to choose their own activities and resources. This promotes children's feelings of being valued and rewarded and they display a sense of pride in their achievements. Children learn how to adapt their own behaviours outside of the nursery setting when taking part in planned trips and outings. This contributes to their learning of new life skills and different environments such as the farm, library, shops and the park.

Children are respected as individuals and the curriculum is tailored to suit all capabilities and needs. Continual assessment by each child's key worker allows any strengths or weakness to be identified and adaptations to curriculum planning are made. They learn how to think for themselves and make decisions through the use of open-ended questions and encouragement of listening skills. Children's progress is constantly monitored through weekly evaluations of plans. Children develop skills for the future as they share ideas and work together. For example, children using a construction set discuss their models, comparing size, shape and colour. They have many opportunities to develop early reading and writing skills. Young children enjoy snuggling up with a member of staff and sharing a book. Children regularly make marks in the sand and learn to use paintbrushes, pencils and play dough tools. They enjoy learning new songs and the actions that go with them. This enables them to learn about rhyme and to interpret the words with their bodies in a creative way.

All children, based on their starting points and abilities, make outstanding progress towards the early learning goals in this welcoming nursery.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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

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