

Oak Tree Day Nursery

Inspection report for early years provision

Unique reference number	EY416463
Inspection date	19/04/2011
Inspector	Rebecca Hurst
Setting address	27 Boveney Road, LONDON, SE23 3NP
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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).

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

Oak Tree Nursery, first registered in 2010 is situated in Forest Hill very close to Honor Oak train station in South East London. The nursery is accommodated in a 1920's semi detached property over two floors with a secure garden, outdoor cabin area and parking facilities.

The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for childcare on domestic premises. It is registered to provide care for 31 children in the early years age group of whom 12 children may be aged under two years old. There are currently 25 children on roll, in the early years age range.

Opening times at the nursery are from 8.00am - 6.00pm Monday to Friday all year round, except for one week over the Christmas period. There are seven members of staff working at the setting all except two hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a safe and secure environment in which they learn and develop at a good pace. Staff's knowledge and skill helps to provide children with a good range of activities. Policies and procedures are well written and staff have a good working knowledge of these to enable them to support and protect children. This helps to ensure that the individual needs of all children are met. The provider understands the importance of evaluating the provision to improve the services it provides to the children and to the parents. Next steps of learning are not consistently recorded and there are missed opportunities at meal times to enhance the children's independence skills.

What steps need to be taken to improve provision further?

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

- consistently complete the next steps of learning in the children's written observations and link these to the planning to ensure their individual developmental needs are being met
- consider ways to fully enhance the development of children's independence skills during meal times

The effectiveness of leadership and management of the early years provision

The staff have a good working knowledge of the settings safeguarding policies and procedures. Daily safety checks and risk assessments are carried out to ensure the children are being cared for in a safe environment. Fire drills are carried out and recorded to ensure the children are aware of what to do in an emergency. Further steps taken to safeguard children include supportive supervision, for example, when moving around the setting and playing in the garden.

Resources are deployed effectively to allow for independent access by all of the children. All resources are checked to ensure they are safe and suitable for the children accessing them. Children's individual needs are met through the effective individual planning that is in place. Staff take time to work with the parents to find out about the children's home languages and use key words to settle the children into the setting. They use dual language books effectively to teach all children about different languages and the languages spoken by the other children attending the setting.

Effective partnerships with other agencies for example, speech and language therapists, ensures the individual needs of the children are being met. Daily detailed feedback is given to all of the parents, and the good use of diaries ensures that the parents are apart of the children's day and the staff and the parents are able to communicate what is happening with the children. Although the settings self-evaluation is in its infancy staff and parents are fully involved in the process through the good use of questionnaires and weekly staff meetings. This ensures the setting is responsive to its users.

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

Children are happy and settled during their time at the setting. Staff are available at any time for cuddles of reassurance and support during play and settling in. This builds on the children's self esteem and their confidence. Staff take time when the children first start at the setting to find out about their likes and dislikes and they use this information to plan for their individual needs. The staff also plan for the children's interests and what they have been doing during their time with their parents. This ensures the planning is individual for each child and enables the children to progress well with their learning and development.

Detailed observations are in place for each child. The staff evaluate each observation well to ensure they are aware of what stage of learning and development the children have reached. There are missed opportunities to fully enhance the children's learning and development as the next steps of learning are not consistently recorded in the children's files.

Children thrive as they are given a healthy and nutritious balanced diet. Children's

individual dietary requirements are taken into account when planning the menus. There are missed opportunities to fully enhance the children's independence skills as they do not serve themselves their meals or prepare the snacks. Children do take part in cooking activities and make pizzas and biscuits to have with their meals.

All staff are consistent in their approach to behaviour management and take time to talk to the children about the importance of sharing. Given the children's ages and stages of development the children are well behaved. Children a good range of resources that promote their physical development and the free flow they have from the inside to the outdoor areas.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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