

Oak Tree Kindergarten Ltd (Ashcroft Road)

Inspection report for early years provision

Unique reference number	105253
Inspection date	31/01/2011
Inspector	Lisa Paisley
Setting address	229 Ashcroft Road, Luton, Bedfordshire, LU2 9AA
Telephone number	01582 720072
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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 Kindergarten opened in 1989. The setting operates from a two storey detached converted house. It is situated within walking distance of local schools and shops in Luton, Bedfordshire. All children share access to a secure outdoor play area. A maximum of 52 children may attend the provision at any one time. The kindergarten opens five days a week. Session times are from 8am to 6pm for 50 weeks of the year.

There are currently 101 children aged from nought to five years on roll. Children aged three and four years receive flexible funding for early education. Children attend for a variety of sessions. The setting serves the local community and wider areas. The provision supports a small number of children who have English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The provision employs 17 staff, of whom six are additional ancillary staff. Eleven of the staff, including the managers, hold appropriate Early Years Qualifications. The manager holds Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Outcomes for children in the early years age range are outstanding as staff have extensive knowledge of the Early Years Foundation Stage and the developmental needs of young children. There is a strong emphasis on children's participation within the provision, ensuring all children's contributions and views are valued and respected. Partnership work with parents is outstanding as the nursery ensures parents are extensively informed about their child's care and their developmental progress.

What steps need to be taken to improve provision further?

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

- continue to develop self-evaluations to identify and track progression.

The effectiveness of leadership and management of the early years provision

All required documentation, such as, written parental consents, medication records and children's individual details are in place and are effectively maintained. Policy

and procedures are in place and are extensive, and they fully reflect staff's practice. Effective and robust recruitment, vetting and induction procedures are in place to ensure all those working at the nursery are suitable to do so. Children are extensively safeguarded as all staff know the procedures to follow in the event of a child protection concern. It is a mandatory requirement for staff to attend safeguarding training and there is a named safeguarding officer for the nursery, further protecting children. Visitors to the nursery are required to sign the visitors' log and safely store their mobile phone in the office, further safeguarding children. Risk assessments are comprehensive and are extensively implemented by the staff. There are clear procedures in place for the arrival and departure of children to and from the nursery. Very good systems are in place for the checking and maintenance of equipment and resources, further minimising risks to children.

The organisation of daily routines, resources and staffing ratios are outstanding, which ensures that children are well cared for and continuity of care is extensively promoted. The recently built Acorn House provides additional play space for all children across the age range. There are very good systems in place for the transitions in the day, such as, mealtimes and sleeping arrangements. This ensures that all children across the age range are settled, calm and effectively looked after. The nursery is an inclusive environment as reasonable adjustments are made to support children with any additional requirements. The staff team is exceptional, as they are very caring and inclusive in their working practices, valuing one another as professionals and developing their skills. The managers and staff are extensively committed towards providing very good early years care and play experiences, as they continue to build on their practices. This is further supported through the management team, through regular appraisals, team meetings and continued professional development. Continuation to develop self-evaluation in order to identify and track progression has been identified.

Partnership work with both parents and other agencies is outstanding. There are very good verbal and written communications between parents and staff, as staff are attentive to listening to parents' requests and concerns. Parents' evening, the notice board and regular newsletters further update parents about the nursery. The 'Learning Tree', 'Chatterbox' and library book schemes help support children's learning in the home and promote positive contribution within the nursery. The recently developed parents' association helps promote further communication and parents' contributions. Parents' complimentary comments include it is very good and they highly recommend the nursery, staff know children's individual needs very well and also there is a very good range of activities. Very good systems are in place with those delivering the Early Years Foundation Stage to ensure transitions are effective and continuity of care is promoted.

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

Planning, observation and assessment arrangements are cyclical and are fully linked to children's developmental profiles. Planning identifies adaptations and differentiations to ensure that activities are closely tailored towards their individual needs and interests. Children's individual profiles provide an extensive and rich

textual narrative of children's developmental progress. Children's profiles are linked to the developmental framework, tracking their progress across the six areas of learning. Overall, children are making very good progress towards the early learning goals given their capabilities and starting points. There is an excellent range of resources, posters and play equipment that reflect cultural diversity. Children learn about the wider world through daily routines and planned celebrations; these include Chinese New Year, Christmas, Eid, Ramadan and Easter.

Children are extremely happy, settled and self-motivated in the nursery environment as they are provided with a very good balance of child-spontaneous play and adult-initiated activities which successfully capture children's interests and imaginations. As a result, children are inquisitive and curious about the nursery environment and they enjoy participating in a very good range of play experiences. Staff are consistently purposeful and instructive in their interactions with the children, promoting sustained and shared thinking. As a result, children's play and learning is consistently consolidated and extended. Staff know children's individual needs and interests very well, therefore staff have a very good understanding of children's individual needs and personalities. Staff who care for the younger children form close attachments with them as they are careful and attentive in meeting their individual needs. They ensure that they are closely supervised at all times, for example, nappy changing, mealtimes and when sleeping.

Children are inquisitive and independent learners as staff promote children's competencies through daily routines and play experiences, as a result children's self-help skills are very good. All children are making excellent progress in their language and communication skills as the staff successfully create a language rich environment that encourages children's self-expression and imaginations. The very good selection of story and information books and story sacks across the early years age range offers both instruction and delight for all children. The babies enjoy the 'Dear Zoo' story whereas the older children like 'The Very Hungry Caterpillar' book. Stories are also extended to other activities, for example, making 'Gruffalo' biscuits, consolidating children's learning and appreciation of books. Problem solving, reasoning and numeracy are integral parts of children's learning as it is promoted and embedded within daily routines across the age range; this includes number rhymes, matching and identifying objects and also laying out place settings for dinner. The very good selection of resources across the age and number displays further support children's learning in number skills.

Children's behaviour is excellent as they model staff's considerate, polite and caring approach to managing children's behaviour. Staff consistently and patiently remind children of the rules, to share with their peers and wait for their turn and they offer lots of praise, reward and encouragement to support and motivate the children. Children enjoy exploring a very good range of creative activities, for example, the babies enjoy the sensory experience of shaving foam, while the older children enjoy making snow angels in the snow. The garden area offers a very enjoyable play space for children; they confidently ride tricycles, roll hoops, play in the pirate ship and play house. The secret garden area offers opportunities for children to explore and learn about the natural world, for example, watching birds, squirrels and looking for insects. Children have opportunities to grow fruit,

vegetables and flowers, such as, busy lizzies during the spring and summer months, which further learning about the natural world. Children also have trips to the local fire station, park, shops and bus rides to the local library. There is also an annual outing to Woodside Animal Farm, providing opportunities for children to learn about the local community. The annual August fun month provides very good opportunities to participate in an extensive range of creative and role play activities that are predominantly child-led, celebrating the summer months.

Children being safe and promoting healthy lifestyles are outstanding as these are integral practices within the nursery. Staff ensure that children know about their own personal hygiene, through daily routines and planned topic work, for example, dental hygiene and food. Staff ensure children wear appropriate clothing when playing outside and that they have regular fresh air even during the winter months. Children practice regular fire drills with the staff and staff continually remind and explain to them how to be safe, for example, using play equipment and walking around the indoor play space. Very good nappy changing procedures and the regular disinfecting of surfaces further minimise cross-infection. Meals and snacks are healthy and nutritious as the chef prepares the food on site and they ensure all food is low in sugar, salt and fat content. Excellent systems are in place to support children with dietary needs; this includes obtaining all the information, writing detailed care plans and regular review of children's dietary needs. Children have access to fresh drinking water to ensure that they remain hydrated at all times. Overall, their health and well-being is extensively promoted.

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

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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

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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