

# The Oak Tree Neighbourhood Nursery

Inspection report for early years provision

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**Unique reference number** EY279877  
**Inspection date** 27/06/2011  
**Inspector** Samantha Powis

**Setting address** Old Medical Centre, Marlborough Road, Ilfracombe, Devon,  
EX34 8JL

**Telephone number** 01271 865334

**Email**

**Type of setting** Childcare - Non-Domestic

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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

The Oak Tree Neighbourhood Nursery opened in 2004 and is managed by the Pre-School Learning Alliance (PLA). It is located near the centre of Ilfracombe and operates from its own premises consisting of three ground floor rooms, which are predominantly open plan, and one first floor room. There is access to an enclosed outdoor play area. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for up to 42 children from birth to under eight years at any one time, of whom no more than nine may be under two years. There are currently 83 children on roll. The nursery welcomes children in receipt of free early education for two-, three- and four-year-olds and supports children who learn English as an additional language and those with special educational needs and/or disabilities. Children attend from the local area. After school and holiday care is offered. The manager is qualified to level 3 in childcare and has higher level qualifications in leadership and management. In addition, the setting employs 11 staff who work directly with the children. All are qualified in childcare: two at level 4, eight at level 3 and one at level 2. Four additional members of staff are employed in support roles and two are qualified at level 3. Bank staff are available to provide cover.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and most enjoy a wide range of exciting activities and experiences that support them in making good progress in their learning and development in most areas of learning. Staff have a comprehensive understanding of children's needs overall, established through the excellent links with parents and others. Overall, the indoor and outdoor environments are used well to ensure children are safe, motivated and keen to learn. There are good systems in place to review and evaluate the provision to ensure continuous improvements are made.

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

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

- give further consideration to the individual needs of groups of children when planning activities, in particular, children who learn English as an additional language
- make better use of displays and resources to promote children's awareness

and interest in letters and numbers

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

Children's safety and welfare is supported well. Staff have a confident awareness and understanding of their responsibilities regarding child protection, ensuring that prompt and appropriate action is taken in the event of a concern. Documentation is used effectively to promote children's welfare. Records such as the accident book are used to review safety arrangements. There are clear recruitment and induction procedures in place to check staff's suitability when they start at the setting to ensure they are fully aware of their role and responsibilities. Staff supervise children well at all times, which helps to ensure they are safe and well cared for. Safety arrangements are regularly reviewed throughout the day to ensure risks to children are minimised and that children can move around the nursery environments in safety. Staff and resources are deployed effectively to encourage children's independence in making choices with regard to their play and learning. Children have access to toys that promote positive images of diversity, helping them to learn about the wider world. However, the environment does not reflect the backgrounds of all the children attending. Fairly successful attempts have been made to increase the support offered to children who learn English as an additional language. However, strategies have not been fully implemented to ensure these children are always fully supported when communicating their needs.

Led by the manager, who is committed to providing the very best for children, the staff team work well together and are very well organised. Children feel settled and secure due to an extended settling in period which allows children, parents and key persons and the key persons 'buddy' to get to know each other well. Staff are keen and enthusiastic, getting fully involved as children play. They have a secure understanding of their roles and are keen to increase their own skills. After attending training, staff share their newly gained knowledge at staff meetings, to ensure new ideas are implemented throughout the nursery to benefit the children attending. The staff team are involved in a review of quality, which helps them to identify areas for improvement based on their knowledge of the children attending. For example, recent changes in the lunchtime routine have led to a more relaxed atmosphere for children where their independence can be extended. Feedback is sought from parents, early years professionals and from the children as to how improvements can be made.

Strong relationships are developed with parents and carers, which means they have a clear understanding of the settings aims, policies and procedures. They benefit from daily discussions with their child's key person and written information about daily events. Parents are made aware of their child's development records and are offered regular opportunities to share and contribute to the information which helps staff to plan the next steps in children's development. Parents are heavily involved in decision making at the nursery. Their views are taken on board and these make a difference to current practices. Parents are further involved through a 'parents' forum', where they support the staff with new developments,

for example, in producing a monthly newsletter. The group have an identified Special Educational Needs Co-ordinator (SENCO) who links well with other professionals to help ensure children are offered appropriate and consistent support. The nursery links closely with the school where most children go on to attend, helping to ease the transition from playgroup to school for each child. Staff link with other professionals and agencies supporting individual children and families to help promote consistency and continuity and meet children's all round needs.

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

Children are motivated, interested and keen to learn. They settle quickly to an activity of their choice due to the good support they receive from the caring and welcoming staff who understand their interests and learning preferences. Children form secure relationships with adults within the setting and build strong friendships with their friends, as they learn to share and help each other. They are polite and well mannered. Staff take the time to eat lunch with the children, teaching them good social skills for later life. Resources are well organised, allowing children to plan their own play and learning and become increasingly independent. They have excellent opportunities to make choices about what they want to play with and where they want to play. Detailed observations are made as children play, helping staff to plan future activities that will both interest and challenge the majority of children, this helps to ensure that children are making good progress. Children develop a strong sense of belonging as they see examples of their own work displayed on the walls along with photographs of each of them. Although, some of these displays are at a high level, meaning that children are not always able to notice the written text which often accompanies the pictures.

Most children are confident communicators. They use talk to organise their play and negotiate roles as they engage in conversations. They are encouraged to use mark-making at times, such as recording their visit to the snack table. They are aware that books can be used for enjoyment and for sourcing information. For example, during a cooking activity, they use a recipe book to give them the ingredients and method for making the cakes. Large selections of books are available throughout the nursery, encouraging even the youngest children to enjoy books. Stories which require children to participate with actions and sounds are often shared, encouraging all children to feel involved and included. Children see numbers within the nursery, but opportunities to extend their understanding of number order and value and compare measurement are sometimes missed by staff as they play. Children are interested in the world around them, using magnifying glasses in the garden to find bugs. They enjoy using construction resources, sometimes using the equipment to make games for the other children, such as an obstacle course. Children's natural curiosity is encouraged through the activities offered. Younger children pat the water in the tray, giggling as it splashes onto them. They watch fascinated as the glitter in the water sparkles in the light. They

enjoy the feel of the gold bead chain as they move it through their hands, using these everyday resources and materials to help them make sense of the world around them. Some resources and activities raise an awareness of their own community and the wider world, however, they don't always reflect the individual experiences of the children attending to help all children to feel fully included.

Painting resources are easily accessible, allowing children to express themselves creatively when they choose. They use materials such as play dough and clay along with other resources like straws and beads to make their own creative models. Role play areas are changed regularly to encourage children to use their imaginations and act out their own experiences. Children enjoy music and singing, sometimes singing along to the compact disc and sometimes recalling songs from memory. Children's physical development and ongoing health is extremely well supported. They access the outdoor area freely whatever the weather, enjoying the different experiences and benefiting from playing out in the fresh air. They have space to use wheeled vehicles, developing control and coordination as they navigate around the pathway, all the while beginning to recognise the positive effects of exercise on their bodies. Children learn excellent practices regarding personal hygiene through regular routines and discussion. They independently wash their hands before they have their snack, understanding that this will prevent germs from spreading. Staff complete thorough cleaning routines and give full consideration to minimising the risk of cross infection as they meet the personal needs of babies and young children. Excellent practices are followed to support children's awareness of healthy living, for example, children plant, grow and harvest their own fruit and vegetables, helping them to recognise the health benefits of fresh fruit and vegetables. Children learn about safety as they engage in daily activities. For example, as children play with the large blocks, they are reminded to check who is stood nearby, so they won't get hurt if the tower falls down. They are quietly reminded of the boundaries and expectations, helping them to understand safe practices.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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

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