

# Oak Tree Day Nursery

Willerby Hill Business Park, Hull, East Riding of Yorkshire, HU10 6NS

## Inspection date

23/11/2012

Previous inspection date

04/02/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The nursery is well organised, and staff undertake thorough observations, which are reflected in the planning and meet the needs of every child, ensuring that every child makes good progress from their starting points in their learning and development.
- Children are settled, happy and motivated in their play. They show good levels of engagement, independence and curiosity, while behaving well and considering the needs of others when playing together.
- The staff understand how children learn, and provide accessible resources that meet individual children's interests and keep them motivated.
- High regard is given to supporting children's language and literacy skills and mathematical concepts.
- Staff take effective action to extend and develop children's understanding of the world.

### It is not yet outstanding because

- There are few opportunities for the babies to investigate natural resources and use their senses to explore different objects.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector toured the nursery and the outside area.
- The inspector observed the children playing and their interaction with staff and other children.
- The inspector looked at the planning and development files, including observations and photographs.
- The inspector looked at the policies and procedures which govern the safe and efficient management of the nursery, including the changes made in line with the revised Early Years Foundation Stage.
- The inspector took account of the views of parents through discussion and from questionnaires they have completed as part of the self-evaluation process.

## Inspector

Rosemary Beyer

## Full Report

### Information about the setting

Oak Tree Day Nursery was registered in 2003 on the Early Years Register. It is situated in purpose-built fitness premises in the Cottingham area of Hull. The nursery is privately owned and employs a manager. The nursery serves the local area and is accessible to all children. It operates from four playrooms, and there is a fully enclosed area available for

outdoor play.

The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. There is one staff member with Early Years Professional Status and three others with degrees. There are two staff with level 2 qualifications and one unqualified member of staff. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 80 children attending who are within this age group. The nursery provides funded early education for three- and four-year-old children. Staff work closely with outside agencies to develop support for children with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop opportunities for babies to investigate natural resources in their play.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children's progress in their learning is good because the staff have a thorough understanding of how to engage children's interests and support their development. They have a very good knowledge of children's starting points. Their initial assessment and information from parents ensure they can build on what children already know and can do. The quality of teaching is strong, and children's progress across all the areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language. Children are involved in and concentrate well on their chosen activities. They play with different toys outside to promote their balance and physical strength and develop their understanding of the natural world by growing plants. Staff take effective action to extend and develop children's knowledge. For example, when a child discovered a shadow on the floor behind him while he was preparing to go home, a staff member explained how shadows are formed and described what they could use to make different shadows the next time he attended.

A love of books and language is promoted effectively by providing opportunities for children to access a wide range of books both for stories and information. Children use the comfortable book corners independently but also like to sit with staff to listen to them reading. They are confident in taking turns to contribute to stories and rhymes by predicting or discussing what is happening. They are proud to develop their vocabulary

and enjoy using long words such as compromise, which they can also explain. The use of phonics is effectively promoting children's reading, and they are making very good progress. Children, including those who are non-verbal, are able to express themselves, to show when they are hungry or want particular resources. Staff work closely with outside agencies to develop support for children with special educational needs and/or disabilities, including speech therapy to aid their communication skills.

The nursery has introduced new observation, monitoring and planning to ensure all areas are planned for and included. Observations of children's activities are instantly recorded in writing and with photographs, and matched to the areas of learning. These are then used to inform the weekly planning and activities, which are tailored for individual children. Staff help all children to make good progress through a good balance of child-initiated and adult-led activities. All children have opportunities to independently explore information, communication and technology, such as a computer and programmable toys, and to develop mathematical concepts.

Information about children's development and welfare is regularly exchanged with parents and other providers through a notebook, which is updated at each visit. This ensures the children's interests can be fostered effectively and any achievements identified. Children are encouraged to develop independence in their personal care by putting on their coats and shoes, and have access to the outside area whatever the weather. Parents are encouraged to participate in activities at home and to make observations of their children. They then display the comments on notes for staff to see. They are also invited to parents' sessions at the nursery to sample the play experiences their children enjoy and to discuss their children's development. This ensures parents are effectively included in their children's development to provide a coherent approach to learning in the setting and at home.

The nursery is well planned to enable children to explore and play freely. They can help themselves to an excellent range of resources, which are available to meet the needs of all the children attending. There is, however, a lack of natural resources for the babies to investigate and to stimulate their senses, as the toys are mostly plastic. Furniture is of the correct size and ensures babies can sit safely at meal times, while older children have appropriate cutlery and tableware to enable them to feed themselves. Mealtimes are pleasant social occasions when the children sit chatting to their friends eating healthy well prepared food.

### **The contribution of the early years provision to the well-being of children**

Staff deploy themselves well to ensure all children benefit from secure attachments, and the key person process enables staff to develop a close relationship with both the child and their parents. All the children who attend regularly are comfortable with the staff and ask them for help if they are worried or have concerns. The settling-in process is established and led by the parents' wishes and children's needs. All the children show confidence and know they can hurt or harm other children if they are careless with the toys. They are all very caring towards the younger children and like to see them when they join together either at the start or end of the day.

The babies are well settled as the staff have a very good understanding of their individual needs, likes and routines. They ensure babies have continuity of care as at least two staff have close relationships with each child. Babies' early investigative and curiosity skills are promoted effectively, overall. They show great interest in the different sorting and stacking toys, and the sounds of the musical instruments.

Staff understand the importance of good hygiene practice, which they pass on to the children. The babies are changed regularly, with good procedures in place, and staff ensure their noses are wiped as needed and their hands washed before food. The babies go to sleep happily with staff close by to help them settle. They also enjoy going into the outside area, where they are able to use large equipment to develop their physical skills in the fresh air.

The toddlers and pre-school children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food, usually without reminders. Children enjoy healthy nutritious meals provided by the nursery, when they also develop independence by finding their own name cards and by pouring their own drinks. Parents' wishes are respected if they wish their children to bring packed lunches, but staff encourage only healthy items. Fruit is available for snack, with milk or water. Children have the occasional treat for birthdays or when they do baking activities. All children are developing a positive attitude and understanding of healthy eating. This is also promoted through the planting, harvesting and cooking of vegetables they have grown in the small garden area and planters. They are also keen to clean their teeth and know how to use a toothbrush correctly, which is having a good impact on their general dental health, and they understand the damage sweets can do.

Children in the nursery learn to behave well and that boundaries are there for their safety and to protect them. Staff provide encouragement and model good manners, and the children are polite to both staff and each other. They are careful with resources, particularly when smaller children are around. The toddlers have developed a keen interest in feeding the birds and the squirrels which have started to visit the feeding point outside their window. They have also started to use planters in the summer and to plant bulbs ready for the spring. This has promoted care and concern for living things and their environment.

Transitions from the baby room through to the other playrooms are managed very well, with staff joining the children on their visits to give them confidence and support. Moves run smoothly because babies become familiar with the new rooms and children. The move to school is also prepared very well. The nursery has excellent relationships with the schools, and children are able to visit their new school with the staff, while some teachers visit the nursery to observe the environment and what children can do. The children's learning journey records and their tracking forms ensure the school staff have a reliable assessment of the children's abilities and interests.

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

The staff have a secure knowledge and understanding of safeguarding issues and know the procedure to follow if they have concerns. Students also receive safeguarding information as part of their induction. Parents are made aware of the role and responsibility of the staff to protect all the children in their care. Comprehensive risk assessments are in place and regularly reviewed. These identify hazards and the appropriate steps to take to minimise risk and keep children safe and secure. The whole environment is welcoming, safe and stimulating, and children enjoy their learning and grow in confidence. Use of the outside area and the nearby woodland provides good daily opportunities for the children to develop their physical skills and understanding of the world.

All the nursery staff work hard to provide high quality care and learning opportunities. They are well qualified or working towards qualifications in order to further enhance the service they provide. The process of self-evaluation is used effectively to identify areas for improvement which can be included in the action plan, while also recognising the strengths of the setting. Parents are consulted on a regular basis to ensure their views are included and know their views are valued. Future plans include the further development of the activities available outside in order to promote children's understanding of the natural world and healthy eating.

Staff have undertaken training to implement the new Early Years Foundation Stage and have introduced a more effective method of recording progress and development. They have also developed a summary form for progress checks for two-year-old children.

The staff work closely with other professionals to support children when the needs arises. Attendance at the local children's centre advisory board meetings has helped the nursery develop very good links with other agencies, while the local provider meetings have resulted in more effective exchanges of information among carers. Staff have experience of caring for children with a range of additional needs and take great delight in their achievements and progress. They also work well with families whose children speak English as an additional language, with labels and notices in their home languages to make them feel comfortable, valued and help them communicate effectively.

Parents' views are sought through discussion and daily diaries, and those spoken to during the inspection expressed great satisfaction with the care their children receive. They enjoy looking at the development folders and seeing art work and photographs displayed on the walls. Prospective parents also feel welcome and comfortable, asking questions during their visits. They like the informative parent information pack and the opportunity to see how their children will be cared for. They also appreciate the fact they can come into the nursery to breastfeed their babies.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY260507
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	819795
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	59

<b>Number of children on roll</b>	80
<b>Name of provider</b>	Lynn Marie Hawkins
<b>Date of previous inspection</b>	04/02/2010
<b>Telephone number</b>	01482 670923

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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