

# The Oak Treehouse

The Oak Centre, Hind Leys Campus, Forest Street, Shepshed, LE12 9DB

<b>Inspection date</b>	14/12/2012
Previous inspection date	21/10/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Lovely relationships between staff and children have developed. Children benefit from lots of individual time and attention from staff and affection is both readily given and received. Therefore, children feel safe and secure in their care.
- Relationships with parents are very positive and they talk to staff each day about their child's progress and achievements. Staff are interested in parents' views about the service which enables them to develop and improve the care the children receive.
- Children enjoy a wide variety of activities that are interesting and good fun. Photographs of them involved in activities are displayed each day enabling children to talk to their parents about what they have been doing during their day while looking at the pictures together.

### It is not yet outstanding because

- Children's independence is not consistently encouraged, at mealtimes through pouring their own drinks, therefore, they are not having the maximum opportunity to become independent in their skills in this area.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector met with the manager and staff to talk about the service provided and discuss the policies and procedures that are in place.
- The inspector looked at documentation, children's 'learning journals' and development records.
- The inspector talked to parents to gain their views about the setting and the care provided for their child.

### Inspector

Tracey Boland

## Full Report

### Information about the setting

The Oak Treehouse was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the children's centre in the Shepshed area of Leicestershire, and is managed by The Oak Treehouse (Shepshed) Ltd. The nursery serves the local area and surrounding villages and is accessible to all children. It operates from two large play rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 and 3. One member of staff has Early Years Professional Status and two others are working towards it.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group and 88 receive after school care. The nursery provides funded early education for three-year-old children. It supports children who speak English as an additional language and 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:**

- maximise opportunities for children to develop their independence skills, with particular regard to mealtimes.

### **Inspection judgements**

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

Staff have a good understanding of how children learn and carefully observe children, enabling them to identify the next steps in each child's learning and plan effectively for their next stage. Staff provide lots of challenge for children and their enthusiasm ensures children are motivated and involved at all times. For example, time is spent with the children gaining their views and ideas in relation to developing a sensory garden. This process has involved visits to the garden centre where they chose long grasses to plant, which then enables them to re-enact their favourite bear story. Children enjoy a well-organised environment where they can select resources to play with. Babies help themselves to natural materials such as loofahs, sponges and wooden spoons, heightening their sense to explore different textures and materials. They bang pots together and staff encourage their understanding of rhythm and sounds as they show excitement about the sounds they are making. Children are encouraged to talk about their families and to share celebrations and events they are involved in at home. Photographs of the children engaged in activities are taken throughout the day and displayed on the interactive white board. This is a lovely time for children to talk about what they have done with their friends, staff and parents.

Staff spend lots of time talking to parents and finding out about what children can do before they start at the nursery. This enables them to plan effectively to meet their learning and development needs. Additionally, they complement this process through their

own observations of the children involved in activities. Staff talk to parents each day about their child's progress and achievements and they share ideas as to how to support the child's learning at home. Parents can see their child's development record at any time and parents' evenings allow more specific time to discuss their child's all round progress in more detail.

Children learn good hygiene routines and understand the importance of washing their hands after messy play, being in the garden and after using the bathroom. Babies' personal care needs are very well cared for and staff deal with them sensitively to ensure their comfort is maintained at all times. Children's independence is encouraged from a very early age as they make choices with regard to their play and the foods they eat. Fresh drinking water is available throughout the day to help themselves to and they serve themselves their snack and tea. However, this is not followed through at lunchtime as staff serve everything for them reducing confidence in their skills in this area, limiting their independence and choice.

Staff encourage children's use of words by giving them choices and by asking questions that encourage them to extend their language skills. In addition, displaying labels in context around the nursery rooms and writing the children's names also helps them to understand that print has a meaning. Spoken language is encouraged with all children and they receive lots of praise and encouragement building their confidence to try new words. Children's understanding of the community around them and people who help them is developed through visits from officers from the fire service, community police officers and the local school crossing lady. They learn about these jobs and also how to keep themselves safe at all times. Children become aware of similarities and differences through discussions and the celebration of cultural events throughout the year, such as Christmas and Diwali. Toys reflect positive images of people around the world and those that have disabilities. This broadens their understanding of the world and those around them.

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

Children benefit from a gradual introduction to the setting which is based around their individual needs. This helps to support and encourage them in the transition between home and the nursery. Throughout this time they build relationships with their key person promoting children's sense of security and belonging. As children grow and develop they become familiar with the wider staff team. Babies' emotional development is continually promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired, upset or need reassurance which means their emotional needs are continually met.

Children relax into the nursery day and staff greet them warmly as they arrive. Their achievements are praised, therefore building their self-esteem. Children learn to be kind to their friends, to share and take turns. Babies and young children become familiar with their feelings and emotions and staff talk to them if upset offering comfort at the same time. Staff know the children well through the information they gain from parents about their children's needs and interests. Children are cared for appropriately following any

minor accidents and staff deal effectively with any bumps they may have. Records are kept of all accidents as are records of medicines given and these are routinely shared with parents.

Staff encourage parents to share information about any allergies or food preferences their child may have and foods are now labelled so all staff are aware and children's safety maintained. Meals and snack times are social occasions and children sit together and chat to each other and the staff who are good role models. As a result manners are good. Foods are freshly prepared each day and ample supplies mean children can have extra helpings if they wish.

The learning environment is well-organised and children enjoy time in the garden, as well as indoors. Secure play areas enable all children, including babies to explore the environment safely whilst watching the older children playing. Babies have plenty of opportunities to develop their physical skills, pulling themselves to standing on low level furniture and exploring their environment. Older children enjoy the larger space available where they are able to dig, run and gain control and coordination on small wheeled toys.

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

The manager within the nursery is very motivated and continually looking at ways of developing the service provided for children and families. She, her deputies and staff team are proactive with regard to training and their own professional development, accessing courses that support and develop their knowledge in the childcare profession. Staff are supported well and regular supervision and appraisal meetings take place. As a result staff's professional and personal development is continued.

The manager understands her own role and is supported by the local authority who offer advice and support as needed. She is aware of her responsibilities to meet the welfare and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage, to ensure children's individual needs are met and they are supported to make progress through play and learning. Safeguarding is given high priority, an example being that the manager and deputy have recently attended training on safe recruitment. This has led to changes in the settings own recruitment processes to further ensure that staff are suitable to work with children. Clear induction procedures ensure that all staff have a good understanding of their role and responsibilities in protecting the children in their care from abuse and neglect. Written risk assessments are carried out on a regular basis and staff maintain an environment where potential hazards are minimised. Security is well-maintained to ensure no-one is able to access the setting unless invited to do so by a member of staff and children cannot leave the building unaccompanied. The inspection took place following a concern raised about a child with known allergies being accidentally given a small amount of food likely to cause a reaction. As a result of this the child was hospitalised as a precautionary measure. The manager has completed a thorough review of the procedures for dealing with allergies and significant steps have been taken to ensure that this incident cannot occur again. This includes, prominent displays of relevant information, clear labelling of food items and a change to the routine of feeding younger

children in the setting.

Staff have formed relationships with other people providing childcare and share relevant information to promote children's learning, development and welfare. This enables them to identify children's needs and effective ways of meeting them. Staff build close working relationships with parents so that children's individual needs are met. Self-evaluation highlights the setting's strengths and areas for development and also identifies progress made within the setting to implement changes since the last inspection to enhance practice. Management and staff actively seek the views of the parents which are used to continually develop the care provided. This has a positive impact on children and their families.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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>	EY360642
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	895865
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	165
<b>Name of provider</b>	The Oak Treehouse
<b>Date of previous inspection</b>	21/10/2008
<b>Telephone number</b>	01509650742

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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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