

Oak Tree Day Nursery

27 Boveney Road, LONDON, SE23 3NP

Inspection date

22/01/2013

Previous inspection date

19/04/2011

The quality and standards of the early years provision

This inspection:

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

- The nursery provides a welcoming, well organised, inclusive environment. Staff prioritise children's safety and as a result children move confidently around the setting.
- Children are happy and settled and have good relationships with staff and each other. Staff work closely with parents to make sure they are familiar with children's backgrounds and needs. This ensures children's individual needs are met well.
- Children take part in a wide range of interesting activities and experiences. They make good progress in their learning, in relation to their starting points and capabilities.
- The staff team are committed to continually developing and improving the setting. They monitor and evaluate what they do and agree clear targets for the future.

It is not yet outstanding because

- The outdoor environment is not yet fully developed to provide opportunities for children of all ages to explore and investigate the natural world.
- Resources for younger children are not always organised effectively to encourage them to make independent choices.

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 observed children taking part in indoor and outdoor activities and during meal times and care routines.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents at the setting and also took account of their views from completed parent questionnaires.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Oak Tree Nursery is privately owned and registered in 2010. It operates from a converted house in a residential area of Forest Hill, within the London Borough of Lewisham. Nursery rooms are spread over two floors, with stairs for access. There is a secure garden for outdoor play and an outdoor cabin that is used as a library.

The nursery is registered on the Early Years Register. It is open from 8am to 6pm from Monday to Friday all year round, except for one week at Christmas. There are currently 42 children in the early years age range on roll, who attend on various days and times. The nursery supports children who have special educational needs and/or disabilities. It receives funding for the provision of free early education to children aged three and four years old.

There are twelve members of staff who work at the nursery, including the manager and the housekeeper. All staff except for two have relevant childcare qualifications. The nursery receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- increase opportunities for children to investigate the natural world, for instance by providing outdoor space for children to dig, explore and grow plants or vegetables
- extend younger children's independence by offering a wider choice of resources they can select for themselves at their level.

Inspection judgements

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

Children of all ages take part in a well-balanced range of interesting activities and staff show a good understanding of how to support children's learning through play. They work closely with parents to gather detailed information about children's background, needs and starting points before they begin at nursery. For instance, by asking parents to fill in 'all about me' forms and encouraging them to spend time at the nursery. This means children settle quickly and their individual needs are well met. Staff make regular observations of children's achievements and use these effectively to plan activities that challenge children and build on their learning. They make sure that all next steps for children's learning are precisely focused. These include clear and practical guidelines for everyone about exactly how to support the child's learning in that area. This successfully promotes a consistent approach within the staff team. As a result, children make good progress in their learning.

Babies and young children explore their hygienic environment confidently. This is supported by the nursery maintaining an appropriate staff to child ratio. Their early

language skills are fostered when staff talk and sing to them as they play, whilst enjoying playing with puppets and cuddling up for a story. Staff make sure that a varied selection of play materials are easily within their reach on the floor or low tables and children are interested in what they provide. However, older babies who are walking do not currently have access to a wide range of resources that they can independently choose for themselves, as some items are stored on high shelves. Staff ensure that all children are able to rest and sleep as they need it. There is sufficient space, sheets and blankets for all children to use.

Toddlers and preschool children develop useful skills and attitudes that prepare them well for their next stage of learning and for school. For instance, listening attentively at circle time and sharing their news with their friends. They choose books from the nursery's library on a daily basis and are excited to sit and look at them on the carpet. Staff skilfully build on children's interests. For example, they bring a story to life when they retell it outside in the snowy garden, acting out the words and actions together as a group. Staff use every day situations well to help children learn about shape, space and number. They encourage children to count during their play and use mathematical language to describe position and size. Older children work out whether there are enough plates for lunch time and children of all ages enjoy filling and emptying containers in the sand and water trays. Children find out about the world around them when they go outside on a wintery day and make a snowman. Staff talk to them about how the snow feels and what makes it melt. Opportunities for children to investigate the natural world by digging, exploring and growing plants are not yet fully developed.

Children throughout the nursery enjoy songs and music. Young children begin to join in with the words and actions whilst older children enthusiastically sing along to their favourite tune. Young children express their creativity when they paint, spreading the colours with their hands as well as big brushes. Older children use their imagination when they dress up as builders, make houses out of big wooden bricks and work cooperatively to mend the walls in the playroom.

Staff keep parents well informed about their children's progress and development. They receive written diary sheets as well as talking with staff on a daily basis. Older children take home books and activities to share with their parents and there are regular meetings to discuss their progress. This ensures that parents are effectively involved in their child's learning and can continue their next steps at home.

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

Children are confident and settled in the nursery. The key person system works well and young children benefit from consistent relationships with familiar carers who attend to their day to day needs. This helps them form secure bonds and promotes their emotional and physical well-being. Older children grow in independence as they manage their own shoes and coats and help set the tables for lunch. Children of all ages quickly learn the rules and expectations of the nursery and respond well to the warm, supportive guidance of staff. Consequently there is a positive atmosphere at the nursery and children behave

well. Older children learn to recognise risks and keep themselves safe when they remember that the snow and ice will be slippery. They know they need to hold on the rail and walk up the garden steps carefully. The nursery is welcoming and well-equipped with a good variety of age-appropriate resources available for indoor and outdoor play, including a library in the cabin in the garden. Staff give high priority to safety and conduct comprehensive risk assessments of the premises. They are vigilant in supervising children at all times, which ensures children can play safely.

Staff effectively promote children's good health. Children learn to manage their own personal needs when they wash their face and hands after lunch or get a tissue to blow their nose. The nursery has a fully vetted and appropriately qualified cook on site. Children benefit from well-balanced meals and snacks that are freshly prepared on the premises. They enjoy fishcakes for lunch and make healthy choices from a selection of fruit at snack time. Children of all ages play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise. They practise their existing physical skills and gain new ones, having fun peddling a bike, throwing and catching a ball or having a turn on the slide.

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

Effective arrangements are in place to safeguard children's welfare. Clear recruitment procedures ensure that all staff are appropriately vetted and are suitable to work with children. Staff attend child protection training and have a good understanding of their responsibility to provide a safe environment for children. They know what steps to take if they have concerns about a child's welfare. Policies and procedures work well in practice due to a thorough induction process and staff working effectively together as a team. Staff performance is monitored through regular appraisals and any training and development needs are promptly identified. This helps ensure the nursery has a well-trained and supported staff team.

Staff at the nursery are committed to providing a good quality service for children and their families. They have a clear understanding of the learning and development requirements and continually monitor and review their practice to identify areas for improvement. For instance, they have worked together to improve systems for observation and planning. As a result, planning is now more individual and there is clearer tracking of children's progress. A number of changes and improvements have also been made to the nursery environment, in order to create more play space for children. The manager shows a good understanding of the nursery's strengths as well as areas for further development.

Staff work closely with parents regarding all aspects of their children's care and there are regular opportunities to share information. They keep parents up to date through discussions, notice boards, the nursery's website and parent mail. Parents find staff at the nursery warm, friendly and approachable and feel their children are safe and well cared for. Staff also build effective links with other settings that children attend and work in partnership with other professionals where necessary. For instance, if children have

special educational needs or a disability. This ensures that all children receive any additional support that they need and benefit from a consistent approach.

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

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY416463 |
| Local authority | Lewisham |
| Inspection number | 901530 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 31 |
| Number of children on roll | 42 |
| Name of provider | EYFS Limited |
| Date of previous inspection | 19/04/2011 |
| Telephone number | 0208 291 8367 |

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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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