

Oak Tree Day Nursery

27 Boveney Road, LONDON, SE23 3NP

Inspection date	16/12/2013
Previous inspection date	22/01/2013

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 key person system is highly effective in supporting children to settle into the nursery and to form strong attachments with the caring, friendly and supportive staff team.
- Staff give high priority to safety in the nursery, which helps to promote children's well-being effectively.
- Self-evaluation systems are highly effective and enable the staff team to reflect on their practice and improve outcomes for children.
- Strong partnerships with parents enable staff to work together to support children's care, safety and learning needs.
- Staff plan well for children's individual needs through effectively assessing the stage they are at and planning challenging activities to enhance their development further.

It is not yet outstanding because

- Opportunities for children to serve their own meals and drinks and to cater for their personal needs are not always promoted consistently by the staff team.
- The nursery has not fully developed links with local schools, to help children to prepare for the next stage in their learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 spoke to members of the staff team about how they use observations on their key children to plan for next steps for individual development.
- The inspector spoke to parents about their opinions of the nursery.
- The inspector sampled documentation such as children's records, the attendance register, planning documents and staff records including suitability checks.
- The inspector spoke to the provider.
- The inspector observed activities in the different playrooms and in the outside area.

Inspector

Lara Hickson

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 and the compulsory and voluntary parts of the Childcare Register. It is open Monday to Friday from 8am to 6pm 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 ten members of staff who work at the nursery, including the manager and the housekeeper; of these, six hold a relevant childcare qualification. 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:

- establish stronger links with schools that children will attend, to help them to prepare for the next stage of learning.
- develop children's independence further, for example by providing opportunities to serve themselves and pour out their own drinks at meal times, and cater for their self-care needs

Inspection judgements

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

Staff demonstrate a very good knowledge and understanding of how to promote children's learning and development. They use a national guidance document in their practice to support children's ongoing progress and to highlight the next steps in their development. Staff competently assess where children are within this guidance, and use it to identify their next steps in learning and to plan activities that will help children progress further. A key person system is in operation and works extremely well to meet children's individual needs and enhance their development further. At the start of children's placements their starting points are identified through liaison with parents and initial observation by the key person. Individual plans take into account the next steps highlighted from observations and assessment of children's development. As a result, children make good progress from

their starting points. The setting has completed some required progress checks for children aged two years, in full consultation with their parents.

The nursery environment is bright and stimulating, with photographs of children enjoying a wide spectrum of activities and their art work attractively displayed. The highly motivated, enthusiastic staff team engage children in a range of interesting and challenging experiences, which supports their individual interests and all areas of learning. The nursery has developmental folders in place for all children. These contain comprehensive information about how each child is progressing across all areas of learning and how staff can consistently encourage the next steps in children's development. Planning systems support children's unique needs extremely well. Children's current interests are observed and displayed on laminated cards in their individual group room. This ensures that all staff can promote learning in line with children's individual interests. Planning clearly differentiates between the younger, older and more able children, which ensures that staff can support children's individual progress effectively. When children require help or support, staff are on hand to motivate and engage them through praise and encouragement. For example, in the garden area staff provide support for babies to climb the steps of the climbing frame and help younger babies access the slide.

Children have access to a wide range of innovative, stimulating resources and activities that help them to make good progress in all areas of their development. Children's personal, social and emotional development is enhanced effectively from the start, during settling-in sessions and when children move onto the different group rooms. Staff promote children's social skills well, encouraging them to interact with each other, and to learn to share and take turns. Children develop positive self-esteem and confidence as the staff team encourages them to attempt new activities or skills. Staff praise the children's efforts and achievements enthusiastically. For example, when babies begin to take their first steps or make a new sound for the first time, staff are clearly delighted. Children's communication and language skills are enhanced well as staff introduce and repeat new words, and ask children simple questions. For example, children are introduced to the names of different objects, colours and shapes during stories and discussions. Staff talk to children continually, encouraging and praising their responses, pointing to objects and singing songs. For example, in the toddler room children enjoy an activity 'what's in the box' when they take it in turns to feel objects and talk about what the object is used for and what it is called. This really enhances their vocabulary and their investigative skills.

Children's physical skills are well supported by staff in both the indoor and outdoor environments. There is a wide range of outdoor play equipment to support children's physical skills, including climbing apparatus, hoops and push-along toys. Staff ensure that there are age- and stage-appropriate resources and equipment available to help children's coordination, and small and large movements. Babies enjoy using push-along walkers and moving around furniture, receiving support from staff to develop their independent walking skills. Children enjoy looking at books, re-enacting stories with each other, and listening to stories read to them by adults. The nursery has developed some story sacks and this really supports the younger children's involvement in stories. Staff also use different activities well to extend children's counting skills and to help them recognise

colours, numbers and shapes.

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

Children's health and well-being are supported well throughout the nursery. The premises are very clean and well maintained to ensure children's health and well-being. The nursery has achieved the maximum grade for its hygiene standards. There are suitable hygienic facilities for changing babies and toddlers, and staff follow stringent hygiene routines to promote children's good health. Children learn about good hygiene routines as they wash their hands before eating and after using the toilet. Older children are generally encouraged by staff to develop independent hygiene procedures such as using the toilet on their own. However, during some routines and play activities, children's independence is not fully promoted. For example, they are not encouraged to serve their own meals and snacks or deal with some self-care practices such as wiping their nose. The nursery has very good procedures in place to ensure that children's special dietary requirements are met.

Children form strong emotional attachments with the staff through the well-established key person system. Each child is assigned a key person prior to starting at the nursery. This fully supports children's individual needs as staff build good relationships with parents from the outset. When children move from the baby room to the toddler room, staff arrange settling-in sessions for them, in full consultation with their parents. This supports children to settle into their new group room in a way that supports their specific needs. Staff share information on children's stages of development and interests with their new key person. This enables the new key person to plan activities that interest them and that are in line with the child's stage of development.

Children's health and safety are given high priority and are underpinned by a number of policies and procedures, which are shared with parents. Staff liaise extremely effectively with parents at the start of their child's placement to find out about each child's individual care needs, current stage of development and interests. Information from the registration forms and discussions with parents during settling-in sessions enable staff to be fully aware of children's individual needs. Regular fire drills ensure that staff and children are familiar with emergency evacuation procedures and thorough risk assessments on the premises and for outings help to identify possible hazards, so that necessary precautions can be put in place.

Behaviour in the nursery is good. Children are given clear explanations by staff about what is expected of them, and the consequences of any inappropriate behaviour. For example, when children hide under tables in the preschool room as part of a game, staff remind them that they may hurt themselves. Staff support children to develop their turn taking and sharing skills. For example they explain that snatching toys from other children may break the toys and may upset their friends. This builds children's social skills and increases their understanding of expected behaviour.

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

The arrangements for safeguarding are robust. All safeguarding requirements are met effectively. Staff are fully aware and consistently implement the safeguarding policy and procedures. Comprehensive policies and procedures are in operation regarding the use of mobile phones in the nursery and all staff, parents and visitors to the nursery are asked to comply with this. Effective procedures are in place for recruitment and vetting of new staff, which ensures all adults working with children are suitable to do so. Induction procedures are thorough and ensure that new staff are fully aware of the health and safety procedures in operation. Staff are deployed well and supervise children to meet required ratios. They understand how to implement the setting's complaints policy and procedures. A clearly-structured appraisal system is in operation. This fully enhances children's safeguarding needs.

Staff demonstrate a good understanding of the welfare and learning requirements of the Early Years Foundation Stage. They have a very positive approach towards monitoring of the educational provision, reflection and self-evaluation. Staff work closely together as a team to identify areas for future development as well as to introduce new initiatives, which helps to improve outcomes for children. The manager is committed to continuous improvement and is achieving this through comprehensive self-evaluation and ongoing staff training. She welcomes support and advice from the early years advisor and encourages professional development through regular staff meetings, in house training and staff appraisals. All recommendations set at the previous inspection have been implemented.

The nursery has a close working relationship with parents. Day cards are completed for the younger children and these, together with extensive verbal exchanges upon collection, support parents to be fully involved in their children's day. Regular newsletters and the parent notice board keep parents informed about nursery life and the Early Years Foundation Stage. Although the nursery has established links with outside agencies to support children's additional needs, currently there are limited links with local primary schools to support children's move onto school.

Documentation is maintained to a good standard and all records required for the safe and efficient management of the setting are available. A comprehensive range of written policies and procedures are in place and these are regularly reviewed and updated to underpin changes in the setting's practices.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	939141
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	22/01/2013
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, which are usually the childminder's 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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