

Oaktree Day Nursery

Reginald Road South, Chaddesden, Derby, Derbyshire, DE21 6ND

Inspection date	20/12/2013
Previous inspection date	12/06/2012

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

- Teaching is good because all staff fully understand how to promote children's learning and have high expectations for their achievements. As a result, children's progress is rapid given their starting points and capabilities.
- The staff provide a stimulating range of activities, resources and equipment in both the indoor and outdoor areas that support the children's interests.
- There is good engagement between key persons and all parents and carers. This ensures that everyone is kept well informed about children's developmental progress over time. Partnerships with parents and other providers ensure smooth transitions within the nursery and between the nursery, other settings and school.
- Each key person fosters children's emotional well-being through warm, loving care, promoting their ability to settle well within the nursery.

It is not yet outstanding because

- There is scope to extend children's understanding about people and communities through outings in the local neighbourhood.
- There is scope to support children during changes in their daily routines, such as the arrival of visitors.

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 scrutinised a range of documents including attendance registers for children, staff and management, risk assessment, self-evaluation records, staff suitability, the complaints log and a range of policies and procedures which support the service provided.
- The inspector observed activities in all indoor and outdoor play areas used by the children at various times throughout the day.
- The inspector conducted a joint observation and held meetings with the manager and held discussions with various staff caring for children.
- The inspector took account of the views of children and parents spoken to on the day and acknowledged a range of recorded statements.

Inspector

Mary Henderson

Full report

Information about the setting

Oaktree Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in Derby and is privately owned. The nursery provides base rooms for children both downstairs and on the first floor accessed by a flight of stairs. It serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 14 members of childcare staff including the manager. Of these, nine hold early years qualifications at level 3, four hold level 2 and one holds a foundation degree. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions and the setting provides out of school care. There are currently 98 children on roll in the early years age group. The nursery receives funding for the provision of free early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- identify and enhance children's interests about people and communities to further enhance their understanding of the world around them

- review how changes in everyday routines are explained to the children to further support their sense of security. For example, introduce visitors to the children so they understand the visitor's intentions and what they are doing.

Inspection judgements

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

The quality of teaching within the nursery is effective because the staff are enthusiastic, which enhances all aspects of the learning environment and thereby children's progress towards the early learning goals. The staff are qualified and undertake training to further enhance their already good awareness of how children learn through good levels of engagement. The management and staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. The staff have high expectations of themselves and the children they care for. As a result, all children make good progress given their starting points and capabilities. An interesting and vibrant environment and the teaching strategies used by staff enhance children's physical and communication skills alongside their personal, social and emotional development. For example, following staff training on learning and development, staff recognise that children learn in different ways. They support the individual child by providing activities

around their current interests. The staff use open-ended questions during such times to enhance children's critical thinking skills and further their communication and language development. This contributes to children's learning outcomes across a range of areas of learning and development and promotes their school readiness. Older toddlers and pre-school children enjoy free access to the outdoor areas throughout the session. Here they make choices about what they want to do. Children enjoy riding their trikes, extend their physical development by using the climb and balance equipment and run around in the fresh air. The staff provide a variety of opportunities in the outdoor play areas to extend children's learning. This includes playing imaginatively with the dolls and buggies or choosing to play in the sand or water as they explore capacity, shapes and filling and emptying various resources. This also supports children's exploration of mathematical concepts. Babies also enjoy being outdoors and are supported by the staff, who encourage their physical development and imaginary play.

Children's awareness of diversity is supported through their exploration of various festivals, such as Chinese New Year and Diwali. They play with a broad range of small world people, dolls and dressing up resources to further extend their understanding. However, the staff do not always make good use of the local areas and plan children's visits to places of interest. As a result, children's understanding of their local community is less effective. The staff provide a range of media to extend all children's interests. For example, older children enjoy glue and stick activities as they make their own creations using buttons, card and paper. Older or more able children are beginning to write their own name on their work. This supports children's literacy skills. Older children competently use scissors to cut out pictures from catalogues and are shown how to do this safely by the staff so that they can take risks under supervision at all times. Staff encourage younger children and babies to notice how the glue feels in their hands as they freely make their own pictures using tissues and paper. All children's artwork is displayed for them so they and their parents can enjoy and feel proud of the children's achievements. This also supports all children's sense of belonging to the setting. Older children's exploration of technology is enhanced as they learn about cause and effect. They use the mouse and keyboard on the computer to explore a variety of computer programmes that support their learning about colour, shape and number.

The assessment of children's learning at all ages is effective because all staff have a clear understanding of the need to observe and assess children as they play in order to identify the next steps in their learning. The staff support children well during their adult-guided and child-initiated activities. Older children's literacy skills are further fostered through access to books, writing and art resources, both indoors and outdoors, as they paint and draw pictures. Indoor play areas are rich in print and used by staff as a resource, thereby encouraging and enhancing children's literacy skills further. This supports children's readiness for school. Planning is comprehensive and provides all children, including those attending the out of school provision, with a wide range of interesting and stimulating activities.

There are effective strategies in place to engage parents in their child's learning and development. For instance, the children choose their own books from the book club provided by the local librarian who comes to visit. The nursery encourages parents to take the books home to read with their children. Staff also talk to parents about how they can

further support their child's learning at home. Also, topics are displayed so that parents can see what the children are currently exploring so they can continue with this learning at home. There are open sessions for parents to come in and talk to their child's key person about their child's ongoing progression. Parents add comments so that they and the key person are working together to support the children's learning and development, both in the nursery and at home. As a result of this good two-way communication, children's learning and developmental progression is supported well. Children with special educational needs and/or disabilities are supported well through intervention and discussing with parents how best to support the child. Staff caring for toddlers within the nursery discuss with parents the most suitable time to provide a comprehensive summary of their child's learning and development in time for their health visitor check at age two. During settling-in sessions, parents and their child's key person discuss routines and the child's previous learning so that this and initial observations by the key person ensure securely identified starting points on which to build children's learning and development across all areas.

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

The nursery environment is warm and welcoming for all children. Children's emotional well-being is fostered because their key person supports their individual needs. This includes cuddling children when they become distressed and spending much of the day directly with the children so that they become attached and bond with their special key person. Their self-esteem and confidence are further supported through meaningful praise as children achieve what they set out to do. As a result, they are very well settled within the nursery environment, are confident and enabled to learn through positive interaction with others around them. At times, however, the staff do not ensure visitors, such as the unexpected arrival of an inspector, are introduced to the children so that they are aware of the visitor's intentions and what they are doing there.

During times of transition when children are ready to move on to their next base room, key persons share information with one another to ensure the child settles well in their new environment. As children become ready to move on to school, the staff support them through stories and activities that help them to become resilient during this important transition phase of their life. The communication between the nursery, other settings and school ensures everyone is working together so that children's needs are identified and met. Children attending the out of school provision have access to their own playroom, which contains a broad range of age-appropriate toys and equipment. If they wish, the younger children attending the out of school provision can choose to play in the familiar environment of the pre-school room.

Children are well behaved, share and take turns with the resources, showing empathy for one another as they play. Children are actively involved and enjoy tidy-up time. This helps them to find what they want to play with in their base rooms during their child-initiated play times. The staff support the older children's independence during mealtimes as they are encouraged to pour their own drinks. Their independence is further fostered throughout the day as they are encouraged to put on their own coats and shoes ready for playing outdoors. This further supports their readiness for school. Children's learning

about a healthy lifestyle is enhanced by the staff because they talk to the children about the benefits of a healthy diet and about the need to ensure they wash their hands before eating and after visiting the toilet. Children are provided with a healthy balanced diet which includes vegetables and fruit. Children's learning about a healthy lifestyle is further enhanced because they enjoy playing outdoors in the fresh air each day regardless of the weather. They enjoy using the equipment to practice their physical skills and like to play group games. For example, older children like to play 'What's the time Mr Wolf' with their peers and the staff, and enjoy jumping about and running backwards and forwards, showing enjoyment as they laugh and giggle with one another. Children are reminded to be careful of one another and not bump into their friends during their outdoor play times. The staff further support children's awareness of keeping themselves safe as they talk to the children about road safety and engage them in the evacuation procedures of the nursery on a regular basis.

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

The provider, manager and all staff are aware of the learning and development requirements and the safeguarding and welfare requirements of the Early Years Foundation Stage framework. The staff undertake risk assessments in all indoor and outdoor areas used by the children, including any outings off the premises. They monitor access to the premises to ensure it is safe and secure at all times. Appropriate procedures are followed to ensure children are cared for in a clean and well-maintained environment. The staff attend child protection training and are able to identify possible signs of abuse and the procedures to follow if they have a concern. They also have an awareness of the whistleblowing policy in place should there be any concerns with anyone working at or visiting the nursery. The recruitment procedures of the nursery are robust and include ongoing checks of staff suitability to work with children.

The monitoring of the teaching and learning programmes within the nursery supports children's learning and development. For example, the manager monitors the quality of teaching through observations of staff within the rooms. She provides staff with individual feedback during supervision sessions to help them improve their practice and thereby benefit the children. There is a continuing targeted programme for the professional development of all staff to ensure they consistently improve their early years knowledge and understanding over time. For example, the staff have attended training on how to support children's learning through the use of open-ended questions. As a result, all staff have improved how they encourage children's listening, understanding and communication skills. Staff working with the babies have improved support for very young children by ensuring they talk to them all the time about what they and the baby are doing so that they hear and begin to understand speech and to communicate and develop their talking skills. Some of the staff have undertaken training in Makaton signing. As a result of sharing this with other staff, including baby room members of staff, babies and very young children are supported further with their understanding and communication skills. The nursery is planning on implementing this with all children throughout the nursery as part of their targets for further improvement.

Partnerships with parents and other providers and professionals are effective and ensure that everyone working with the individual child is included. Children with special educational needs and/or disabilities are supported well through intervention and discussing with parents how best to support the family and child. There is a range of information provided to parents to keep them informed and up to date about the nursery and their child's progress. There are displays, newsletters and access to all policies and procedures for the running of the nursery. The self-evaluation processes in place include the management, staff, parents and their children. Areas for continuous improvement to benefit the children's learning and development are identified.

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	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	258404
Local authority	Derby, City of
Inspection number	942877
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	98
Name of provider	Neil Gordon Vickers
Date of previous inspection	12/06/2012
Telephone number	01332 674326

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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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