

The Oak Tree Nursery & Pre School

The Oak Tree Nursery & Pre School, Bere Hill, Whitchurch, Hampshire, RG28 7EB

Inspection date	20/10/2014
Previous inspection date	17/03/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Staff fully safeguard children and comprehensively understand their care, learning and development needs. This is a result of the well-established, professional relationships between the staff and parents, carers, the school and external agencies.
- Children are enthusiastic, purposeful and imaginative learners. Staff take full account of every child's developmental needs and interests. They plan the most interesting surroundings and stimulating, relevant activities, so that children relish learning.
- Children settle quickly, behave well and become increasingly confident, responding to the staff's calm reassurance, clear realistic expectations and consistent encouragement.
- Children enjoy their time at this highly welcoming and supportive nursery. They make very good progress because they are supported by practitioners who understand how children learn, and encourage children to develop their own ideas and interests.
- The co-owners and management team have excellent systems in place to monitor the educational programmes and children's progress. They are highly committed to continuous improvement through reflective practice.

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 observed activities in the five base rooms and in the nursery garden.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning journeys, planning documentation and a selection of policies and children's records.
- The inspector took account of the views of parents spoken to during the inspection and information from parents' questionnaires.
- The inspector held meetings with the two co-owners and the two co-co-managers of the setting and spoke with staff at appropriate times throughout the inspection.

Inspector

Anneliese Fox-Jones

Full report

Information about the setting

The Oak Tree Nursery opened in 2004. It is privately owned and housed in two single story purpose built pavilion-style buildings within an acre of grounds. The nursery is located in Whitchurch, Hampshire within a short walking distance of the mainline railway station. The Oak Tree Nursery is open 8am to 6pm Monday to Friday throughout the year, except for Bank Holidays and Christmas. There are currently 100 children on role. The nursery is registered on the Early Years and compulsory childcare register. The nursery is part of the Effective Early Learning (EEL) quality assurance scheme. French and Forest School teachers visit the nursery for sessions designed specifically for nursery age children. The nursery supports children learning English is an additional language. There are currently 29 staff employed to work in the nursery, of whom 21 hold appropriate early years qualifications to level three. There are two staff with Early Years Professional Status and two staff with a level 6 qualification. In addition the nursery also employs three auxiliary staff.

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 of all ages to use information and communication technology to enhance all aspects of their learning.

Inspection judgements

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

Children enjoy an extremely calm and caring atmosphere. They are busy and engage in a range of purposeful activities that support them in acquiring new skills for their future learning. They clearly enjoy attending the nursery, as they enter happily and settle quickly. They eagerly choose what they want to do from the wide range of interesting and stimulating experiences provided. Staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff are highly skilled in assessing where children are within their development age bands. Staff use this information to support children's progress and to plan challenging activities for their learning. They take account of their interests, and balance child-initiated and adult-led activities well to encourage children to be active learners. Resources are plentiful and stimulating with a wide range of natural materials. Staff ensure resources are well organised, and stored at low level, to encourage the children to make independent choices. Staff have improved systems of observation and assessment following their last inspection. They have introduced learning journeys. A dedicated member of staff liaises with the key workers in each room to plan for individual children's learning. This ensures that staff monitor all children in their development, across all areas of learning. Staff have

also implemented the progress check for two-year-old children, which details children's achievements and identifies their next steps in learning. Children make excellent progress in their learning and development in this vibrant and inspiring setting.

Staff have high expectations for the children in their care and plan suitably challenging and developmentally appropriate play experiences. Children are curious, motivated and inquisitive in their play and keen to learn. For example, during play outside they are eager to explore and pour coloured water into tubes and watch it fall into containers. Children access a stimulating and inclusive learning environment with an extensive range of outside resources also available. The outside area is an important part of the nursery life and used to extend children's learning. Children have excellent opportunities during the day to go out and use the resources. This includes a 'forest school' area that is effectively organised to promote older children's self-exploration. Children's communication and language is promoted very well as staff interact with children positively, and encourage them to think critically and respond. For example, staff ask useful questions to make the children think and extend their vocabulary. Staff use techniques such as modelling language and repetition to develop young children's language further. They teach children sounds and rhymes through singing songs and circle time. Staff extend older children's literacy skills further through encouraging them to find their own name cards from the display. In addition, children receive very good support to recognise letters, learn the phonic sounds and to begin to form letters.

Babies and toddlers benefit from very attentive staff. Babies smile and laugh in response to staff's constant chat, which supports their early social skills. They also enjoy listening to songs and rhymes, with repetitive phrases to reinforce their language. Staff listen to older children well, acknowledge their comments and, in turn, children approach staff with confidence. Children develop a good awareness and understanding of the world around them through discussions and activities about other cultures and beliefs. They use a good range of multicultural resources, and celebrate festivals from around the world. This helps children to learn about the similarities and differences between themselves and others. Children become aware of the use of technology and modern life when using computers and simple equipment. However, resources to enable children to strengthen their understanding of everyday technology, such as information and communication technology equipment, are not always extensively accessible to enhance all aspects of their learning. Children concentrate and show interest in messy play activities. They explore different textures such as flour, oats, pasta and clay, feeling it with their hands while creating interesting sculptures. Staff encourage children by joining in and offering lots of praise. As a result, children concentrate and persevere in their learning. This helps to ensure they are confident and well prepared for their transitions, both within the setting and when moving on to school.

Staff very effectively support all children in their care and have high expectations with regard to learning and development. They offer a very good level of support for those children with additional needs. Staff are proactive in liaising with parents and other professionals to provide the appropriate and consistent support needed to help children reach their potential. Consequently, highly successful communication systems link home and nursery, expanding children's enthusiasm for learning into different contexts.

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

Children are cared for in an exceptionally warm and welcoming environment, with a high priority given to children's safety and well-being. The safe premises and regular risk assessments add to children's security. For example, parents and visitors use a secure entry system. All visitors sign in and out and all staff wear a name badge to make them easily identifiable. The nursery is very homely and staff provide children with an excellent and smooth transition from home to their first childcare experience. Young children are very happy and settled in the nursery, and staff meet their emotional well-being extremely well. Babies sleep outside in the fresh air, fitted with good monitors and easy access for attentive staff.

Many staff are highly skilled and sensitive in helping children form secure emotional attachments. They provide a strong base for children's developing independence and exploration. A very effective key person system supports children in developing a sense of belonging and making secure attachments away from their parents. As a result, new children settle quickly and staff develop caring and supportive relationships with children and their parents. A settling in report details comments from both the key person and parents to monitor children's individual needs. These excellent practices help to foster children's sense of security and belonging.

The strong skills of key persons ensure all children prepare well for the next stages in learning. They skilfully support children's transitions within the setting, and are consistently looking at ways of developing this on-going partnership to the schools and other settings that children attend. Children visit their new room with their current key person who will discuss the children's needs with the new staff. Young babies receive warm, affectionate care from a familiar adult. They get cuddles and comfort when needed and are happy and settled in their environment. Staff share daily information about the children effectively between parents and the nursery; verbally and through individual communication books. Children show that they feel secure and safe as they interact with staff and their peers. They move around with confidence, making choices about what they want to play with or explore, and share any concerns with the adults around them. Key persons are familiar with children's individual care routines and dietary needs, and strongly adhere to them. Older children are developing their personal independence skills and become responsible individuals. Children's behaviour is exemplary. Practitioners are good role models and speak to the children kindly and sensitively. Children show respect and kindness for each other as they cuddle their friends and ask if they can join an activity. Staff praise children for their effort as well as achievement. As a result, children display high levels of confidence and self-esteem. They work exceptionally well and cooperatively with their peers.

Children develop an excellent understanding of their own health and safety. Staff check the outside environment is safe before the children go out, promoting children's safety. The garden has many areas where children develop their physical agility. For example, children enjoy opportunities for taking risks when using outside equipment, such as climbing frames and slides. In addition, the outdoor play space includes grassed areas,

patches for planting vegetables, a sensory garden and a meadow. There are tracks for wheeled toys and mucky areas for construction. Staff watch carefully, but allow the children to manage their own safety. Inside the children use large blocks to build large constructions. These activities help children to enjoy being physically active as part of their routine. Meals and snacks are freshly prepared on site daily by the cook. Children enjoy healthy meals, such as pork hotpot, with fresh vegetables. Staff sit with children at mealtimes and discuss how healthy food helps them to grow and gives them stronger muscles. Older children are encouraged to serve themselves where possible, and staff promote good hygiene practices with children. For example, they encourage them to wash their own faces and hands.

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

The owners, managers and staff team are passionate and committed to providing a high quality service to children and their families. As a result leadership is strong, and at times inspirational, ensuring the delivery of high quality education programmes in a safe environment. The nursery team have an excellent understanding of their responsibilities to ensure they meet the requirements of the Early Years Foundation Stage. They do this exceptionally well. Together they all work well as a team to provide an outstanding service for children, parents and carers. Highly effective recruitment and induction systems ensure staff are suitable, and that they clearly understand their roles and responsibilities. Managers use robust systems to monitor staff performance. Consequently, on-going professional development is effectively monitored and encouraged, and all staff undertake regular training. Staff protect children through close supervision, effective staff deployment and clear policies and procedures, which contribute to their safety and welfare. There is a designated member of staff responsible for safeguarding issues, and staff are secure in implementing appropriate procedures to protect children from harm. Staff, who regularly update their training in child protection and first aid, routinely apply all safeguarding and welfare requirements. All staff know the fire and evacuation procedures and practise these with the children.

Managers and staff have a positive and proactive attitude to continuous evaluation and improvement of their practice. They strengthen the team by their hands-on approach. They are receptive to new ideas to continue to develop the service they offer. The nursery has made a number of improvements since the last inspection and has fully addressed the previous recommendations. As a result, an effective system is in place to monitor and assess children's learning and development. The nursery make very effective links with local schools to ensure children have a smooth transition when leaving. Once parents have selected schools of their choice, staff prepare to share information and assessments.

There are strong partnerships with parents. They receive valuable information about their children's developing skills and day-to-day personal care routines. Newsletters, emails, an informative entrance hall, and individual communication books help to keep parents informed. Clear policies and procedures are in place and shared with parents and carers. These underpin the smooth running of the nursery. Parents regularly see their child's

progress records and can request to see them at any time. They have opportunities to attend formal parent sessions to discuss their children's developmental progress throughout the year. Parents have opportunities to be actively involved in their child's learning, for example, by sharing information about their child in their communication books and room boards. Parents talk very positively about the nursery and the work of the staff. They say how happy their children are attending the nursery and are very pleased with the friendly and dedicated staff.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY264320
Local authority	Hampshire
Inspection number	833240
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	85
Number of children on roll	100
Name of provider	The Oak Tree Nursery & Pre-School Limited
Date of previous inspection	17/03/2009
Telephone number	01256 895577

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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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