

Oak Nursery School

11 Long Lane, Holbury, Southampton, Hampshire, SO45 2LF



Inspection date

5 March 2015

Previous inspection date

2 December 2008

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

Summary of key findings for parents

This provision is good

- Management has a secure knowledge and understanding of the Early Years Foundation Stage. Managers monitor the quality of the nursery through regular evaluations of activities, staff practice and feedback from parents. This helps them continuously develop and ensure the quality of teaching is good.
- Management and staff provide a welcoming and well-resourced environment where children feel comfortable and at ease. Children arrive confidently and quickly settle, demonstrating they feel emotionally safe and secure.
- Staff provide a broad range of experiences to promote children's learning. They monitor children's progress regularly and carefully plan and provide activities to help each child achieve well in all areas of their learning.
- Children are motivated and eager learners who enjoy their play. They excitedly hunt for insects in the garden, listen attentively to stories and enthusiastically develop imaginative ideas when exploring the water tray.
- Management and staff work closely with parents to ensure they meet children's individual needs well. Parents comment on how successfully staff help children to settle, move into different groups in the nursery and prepare for the move to school.

It is not yet outstanding because:

- Staff do not always challenge children's learning fully with useful questions that make them think, solve problems and develop their ideas.
- Staff do not always promote children's independence fully by allowing them to decide where they want to play and take an active role in organising daily routines.

What the setting needs to do to improve further

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

- use challenging questions more frequently to encourage children to think for themselves, solve problems and extend their ideas and learning
- review the organisation and structure of the day, to provide children with more choice about where they play and promote their independence further.

Inspection activities

- The inspector observed activities, children and staff, inside and outside.
- The inspector conducted a joint observation with the owner.
- The inspector spoke with children, staff and parents at appropriate times during the inspection.
- The inspector held meetings with the owner, manager and deputy manager.
- The inspector sampled a range of documentation, including qualifications and suitability records for staff, children's records and regulatory documentation.

Inspector
Marilyn Joy

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children thrive in the caring environment. Staff know the children well and tailor activities to promote their individual needs. For example, staff introduced a craft activity to help children use scissors and learn about patterns. Children proudly talked about their picture of a zebra with black stripes. Outdoors, staff successfully helped all ages to develop their physical skills and use equipment safely. Children practised taking turns on the climbing frame, developed skills for early writing when painting with water and carefully manoeuvred wheeled toys around obstacles. Children benefit from the close attention of enthusiastic staff who are involved in their play and teach them well. However, there are times when staff do not ask questions that encourage children to think for themselves or give them time to answer. Consequently, staff are not always fully extending children's learning and thinking skills. Nevertheless, staff prepare children well for their move on to school. They identify where children need additional help and introduce specific activities to give them targeted support in small groups. This helps them achieve the skills they need for future learning.

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

Staff promote children's emotional and physical well-being effectively. They provide children with clear boundaries and guidance, which help them to understand the routines, stay safe and behave well. For example, children know they need to line up before they go outside to make sure everyone is ready and they have their coats on. Children are kind to one another and take turns. They play cooperatively with their friends and have fun. Children benefit from frequent praise and encouragement, which boost their confidence and self-esteem. Staff promote healthy lifestyles with the children. They ensure all ages play outside every day and teach them about healthy foods at snack time. However, staff often follow set routines. This means children do not have many opportunities to direct their own learning and decide whether they want to play inside or outside. Likewise, staff do not always organise snack and mealtimes to promote children's independence fully. Children spend time waiting patiently rather than helping or continuing to play.

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

Management and staff ensure the premises are safe and secure. They have a good understanding of child protection issues and know what to do if they have concerns about a child in their care. Management uses robust recruitment and employment procedures to ensure staff are suitable to work with children and understand their roles and responsibilities. Staff use training well to update their skills. They share their learning at staff meetings to help everyone develop their practice and improve outcomes for children.

Setting details

Unique reference number	110026
Local authority	Hampshire
Inspection number	839667
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	77
Name of provider	Jean Smith
Date of previous inspection	2 December 2008
Telephone number	023 8089 2976

Oak Nursery is privately owned and registered in 1991. It is located in Holbury, Hampshire. It is open five days a week all year round from 8am to 6pm. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs eight members of staff, of these, one has Early Years Professional Status and one has Qualified Teacher Status. There is one member of staff with a qualification at level 4 and the remainder have qualifications at level 3.

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