

## Inspection date

14 October 2016

Previous inspection date

26 September 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff use good strategies to support children's developing literacy skills. Older children explore the sounds that letters make and they are well prepared for the activities that they may experience at school. Children make good progress.
- Children show high levels of engagement and the environments are tailored to their developmental needs and interests. The rooms for younger children are stimulating environments with a wide range of sensory play opportunities.
- Strong emotional attachments are in place. Children are comfortable and confident with adults and peers. Staff provide a balance of nurture and challenge appropriate to children's ages.
- Snack times are organised well and they help to develop children's physical skills and independence. Children quickly become self-sufficient in care routines and they are motivated to do things for themselves.
- Children are well supervised and staff demonstrate a good awareness of security. Effective procedures are in place to ensure that the indoor and outdoor environments are safe for children to play.

### It is not yet outstanding because:

- Staff do not always give enough consideration to ways they can effectively support older children's mathematical development during activities.
- Self-evaluation is not yet rigorous enough and targets for improvement are not sufficiently focused on improving outcomes for children.

## What the setting needs to do to improve further

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

- develop further opportunities for older children to develop mathematical skills
- further enhance self-evaluation and devise better methods for prioritising areas for improvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the centre manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager keeps up to date with the local authority procedures to help to keep children safe. She shares these with staff and they understand what to do if they are concerned about a child. Most staff have undertaken appropriate first-aid training. They follow clear procedures in the event of a child having an accident. Staff supervision and appraisals are in place. The manager monitors children's progress over time. She knows how to engage with parents and external agencies if there are any gaps in children's learning. The manager shows a desire to further improve the nursery. Partnerships with the local authority and other settings are continually strengthening. Parents speak highly of the nursery and praise how effectively staff communicate with them. They feel highly involved and comment that their children are equipped with the skills to help them to progress to school when the time comes.

### Quality of teaching, learning and assessment is good

An effective and consistent system for observing, assessing and planning for children's learning is used throughout the nursery. Assessment information is shared regularly with parents and they are encouraged to contribute to children's records of learning. Staff have a good knowledge of how children learn and how to engage them through their interests. They provide good support for children's communication and language development. Staff talk with children as they play, taking turns in conversation and modelling how to say words correctly. Pre-school children listen attentively and they happily participate in group activities. Children are appropriately challenged and staff encourage them to contribute and think individually, as well as when part of a group. Children are very well prepared for their next stage of development, including school.

### Personal development, behaviour and welfare are good

Sensitive arrangements are in place to ensure that children make a smooth transition when they move on to the next learning environment. Pre-school children are particularly well prepared for their move on to school. They become familiar with a variety of experiences and routines that they are likely to experience at school. For example, pre-school children are able to work independently. Children are well behaved for their ages. They take turns and listen carefully to the guidance of staff. Clear routines are in place and children understand expectations. Children enjoy a variety of experiences during their daily outdoor play. They are highly active outdoors and their physical well-being is well supported.

### Outcomes for children are good

All children, including those who have special educational needs or disability and those in receipt of funding, are making good progress in all areas of learning. Children become independent from an early age and they make particularly good progress in their self-confidence. Toddlers make specifically good progress in their health and self-care.

## Setting details

<b>Unique reference number</b>	310200
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	1063984
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	44
<b>Number of children on roll</b>	66
<b>Name of registered person</b>	North Tyneside Council
<b>Registered person unique reference number</b>	RP903480
<b>Date of previous inspection</b>	26 September 2013
<b>Telephone number</b>	0191 200 6210

Oaktrees was registered in 1999. The centre employs 17 members of childcare staff. All hold appropriate early years qualifications at level 3 or above. The centre opens from Monday to Friday, all year round. Sessions are from 8.30am until 11.45am and 12.45pm until 4.30pm. The centre provides funded early education for two-, three- and four-year-old children and cares for children who have special educational needs or disability.

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