

The Oak Treehouse

Forest Street, Shepshed, LOUGHBOROUGH, Leicestershire, LE12 9DB



Inspection date

26 October 2016

Previous inspection date

14 December 2012

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

- Partnerships with parents and carers are very effective. Parents and carers describe the nursery as, 'An asset to the community and it is like one big family'. They feel informed about their children's learning and care needs while at nursery.
- Children with special educational needs are very well catered for at this inclusive nursery. Managers and practitioners work closely with parents and carers and external agencies. They ensure children achieve well during their time in the nursery.
- Children are active and given many opportunities to develop their physical skills when playing outside. They are learning how to lead a healthy lifestyle through regular exercise and a healthy diet. Practitioners make good use of opportunities to help children learn about risk taking.
- Practitioners are vigilant about children's safety. They carry out regular risk assessments to ensure that the environment and activities are safe and suitable for children to access.
- Children are happy and enjoy their time at the nursery. Individual settling-in procedures when babies and children first start support them to feel safe and secure.
- Positive interactions between children and practitioners enable children to form trusting and secure relationships.

It is not yet outstanding because:

- The management team does not incisively evaluate the effectiveness of staff practice and provide sharply focused support to help them improve.
- On occasions, practitioners do not give children enough time to reflect on their questions and formulate answers, in order to promote their thinking and reasoning skills.

What the setting needs to do to improve further

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

- strengthen procedures for staff's professional development that increase their potential to deliver the highest-quality provision for children
- improve teaching skills that further promote children's thinking and problem-solving abilities.

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 nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's policies and procedures and evidence of the suitability of practitioners working in the setting.
- The inspector spoke to a small group of parents during the inspection and took account of their views.

Inspector

Dawn Larkin

Inspection findings

Effectiveness of the leadership and management is good

The management team uses their experience and qualifications to evaluate and make improvements to the nursery. For example, the introduction and constant review of a new planning and observation system is improving the outcomes for all children. Monitoring of children's learning is effective. The management team quickly identifies where children or groups of children need additional support and ensure this is given. This includes support from external agencies and visits to other settings. The arrangements for safeguarding are effective. Practitioners are well trained and have a good knowledge of the key signs and symptoms of abuse. Positive partnerships with the local schools promotes parents' understanding of keeping their children safe. For example, the nursery supports parents to attend workshops about safe internet use run by the local schools and the police. Additional funding is used successfully to support children to achieve to their full potential.

Quality of teaching, learning and assessment is good

Practitioners are well qualified and interact positively with children to support their play and learning well overall. Younger children enjoy exploring and investigating outside. Practitioners support children's understanding of correct mathematical language and they comment and model language associated with weight, for example, 'I think that watering can may be too heavy. Try this one, it is lighter'. Children have access to a wide range of experiences to learn about the world around them. For example, they grow vegetables, observe mini-beasts, care for goats and visit a local Forest School site. The move on to school is promoted effectively through good partnerships with the local school. Effective communications ensure the nursery tailors activities to fully prepare children for their individual schools, such as being confident to speak in a large group.

Personal development, behaviour and welfare are good

Children are confident in nursery. They form close attachments with their key person and other practitioners. Children receive plenty of attention, affection and praise. This supports their emotional well-being successfully. They play well together and are learning to make friends with their peers. Children's behaviour is good. Practitioners are positive role models and give consistent guidelines. They help children to learn about respect, acceptable behaviour and being kind to their friends. The environment, both indoors and outside, is welcoming and stimulating. This supports children to be engaged in purposeful play.

Outcomes for children are good

All children are making good progress from their starting points. They gain key skills for future learning and to be ready for school. Older children are learning to recognise their name as they select their name cards when entering the nursery. Babies and children demonstrate their delight as they enthusiastically participate in songs and join in with the actions. Children are becoming confident and independent in a variety of different situations. Older children manage their own personal care and younger children are learning to feed themselves. Children play cooperatively alongside each other and are developing good social skills.

Setting details

Unique reference number	EY360642
Local authority	Leicestershire
Inspection number	1059766
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 12
Total number of places	34
Number of children on roll	130
Name of registered person	The Oak Treehouse (Shepshed) Ltd
Registered person unique reference number	RP527251
Date of previous inspection	14 December 2012
Telephone number	01509650742

The Oak Treehouse was registered in 2007. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday for 50 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who have special educational needs or disabilities.

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