

Oaktree Day Nursery

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



Inspection date

10 May 2017

Previous inspection date

14 March 2017

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Inadequate | 4 |
| 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

- The manager has provided clear leadership to her staff to enable them to address the issues from the last inspection in a prompt and thorough manner. They have worked intensively with local authority early years improvement officers to achieve sustainable improvements and a good quality provision overall.
- Children achieve well from their individual starting points. They enjoy learning and are prepared effectively for the next stage in their education, including starting school.
- Staff plan interesting activities for children which capture their imagination and stimulate their thinking. For example, children develop their writing and mathematical skills when they pretend to phone for an ambulance during their hospital role play.
- Children are well cared for and learn to behave responsibly. For example, children learn to take careful risks when they climb and crawl through the soft-play area.
- Relationships with parents are good. They share useful information, which staff use well to help children get off to a strong start in their pre-school experience.

It is not yet outstanding because:

- The arrangements for performance management and professional development are not as effective as possible in helping staff to swiftly address any weaknesses in practice and continually build on their skills and knowledge.
- Staff do not always make the best use of their accurate assessments of children's progress to set the most precise and challenging next steps for their learning.

What the setting needs to do to improve further

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

- build further on the arrangements for performance management and professional development in order to help staff address any weaknesses in practice more swiftly and continually build on their good skills and knowledge
- use information from the assessments of children's progress even more effectively so that the identified next steps for individual children's learning are as precise as possible and the potential for children to make rapid progress in all aspects of their learning is increased.

Inspection activities

- The inspector observed children's activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector held joint observations with the manager.
- The inspector held discussions with the manager. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents and took account of their views.

Inspector

Andrew Clark

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good knowledge and understanding of how to keep children safe in all circumstances. They have taken full advantage of training opportunities to deepen and develop their skills in child protection. There are rigorous procedures to ensure all rooms and outdoor areas are safe, clean and engaging for children to play and learn in. The manager has a clear vision for building strongly on the recent, significant improvements. The pre-school acts well in response to the views of parents in order to strengthen the provision and meet their needs. They work well with other early years professionals and other settings to support continuity and progress in children's learning and development.

Quality of teaching, learning and assessment is good

Staff know the children well. They plan effectively to meet children's needs and take account of their interests. They have an increasingly good understanding of how to develop children's communication and language skills. For example, all rooms are well organised to encourage children to enrich their vocabulary. There are good opportunities for children to explore new tactile experiences, such as sieving and handling grains and cereals or searching for florets of broccoli and cauliflower hidden in soil and sand trays. Staff help children to develop reading skills. For example, they build children's anticipation for the next part of the story and ask thought provoking and open questions to encourage them to give their ideas.

Personal development, behaviour and welfare are good

Staff are positive role models for children. They manage behaviour well. They have improved the organisation of the times children spend in a group to make sure they are fully engaged and benefit from the experience. Children are well supported to live healthy and active lives. For example, they thoroughly enjoy the many opportunities for climbing, sliding and balancing, both indoors and outdoors. They know that it makes their hearts go faster and makes them fitter. They enjoy healthy and tasty meals. Children grow in confidence and independence. They regularly choose the toys they want to play with and tidy and sort them into the correct baskets when they finish. They think about the needs of others.

Outcomes for children are good

Children develop good skills to help them in their future learning. They learn to listen to others and share their ideas. They are keen to try new experiences and develop their curiosity. For example, they use torches and magnifying glasses when they search for objects in trays of colourful paper strips. Children learn to count to 20 and beyond and identify missing numbers in a sequence. They enjoy counting games in songs and rhymes. They learn to recognise and later write their names when they register at the start of the day.

Setting details

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| Unique reference number | 258404 |
| Local authority | Derby, City of |
| Inspection number | 1096827 |
| 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 - 8 |
| Total number of places | 71 |
| Number of children on roll | 127 |
| Name of registered person | EnterCare Limited |
| Registered person unique reference number | RP535301 |
| Date of previous inspection | 14 March 2017 |
| Telephone number | 01332 674326 |

Oaktree Day Nursery registered in 1997. It opens Monday to Friday from 7.30am until 6pm, all year round, except for a week at Christmas and bank holidays. There are 19 members of childcare staff. All hold an appropriate early years qualification at level 2 or higher, including eight at level 3 and 2 at level 5. The nursery receives funding for free early education for two, three and four year old children.

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