

Mighty Oak Trees Nursery School, Southend

46 Chase Road, Southend On Sea, SS1 2RE



Inspection date

22 September 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The new manager has not had enough time in post yet to fully address weaknesses in planning, observations and assessment. Assessments are variable in quality and planning does not consistently arise from what staff know about children to fully underpin all children's development.
- Some staff have too high age related expectations of young children's behaviour and act unnecessarily quickly to prevent children from displaying behaviour that is entirely appropriate for their age and stage of development.
- Staff sometimes struggle to differentiate activities as these take place with a large mixed age group of children. Two-year-old children are sometimes expected to sit for longer than they can manage and as a result, begin to disrupt activities.

It has the following strengths

- The new manager has focussed on improving quality of practice to promote children's safety. For example, training in child protection procedures has ensured that all staff understand how to identify and respond to child protection concerns.
- Staff are kind towards children and meet their individual care needs well. Babies' care routines are well managed.
- Children's speaking skills are strong and they readily chat to adults and each other.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

- | | Due Date |
|--|-----------------|
| ■ improve the consistency of observation and assessment systems to ensure that all staff plan activities for children that arise from knowledge of their level of achievement, interests and learning styles | 31/10/2016 |
| ■ provide training in managing behaviour to ensure that all staff manage children's behaviour in ways that are appropriate for their age and stage of development. | 31/10/2016 |

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

- develop the organisation of group activities in the preschool room so that children take part in activities that are most appropriate for their age and stage of development
- continue to develop systems for supervision and appraisal of staff to ensure that all staff continue to develop their skills and improve their practice

Inspection activities

- This inspection took place following a risk assessment in relation to information about the provider.
- The inspector spoke to parents and staff to gather their views about the provision.
- The inspector observed children and staff taking part in activities and free play in all rooms, and indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the manager and the registered person, and sampled documentation used for the management of the setting, including records of staff suitability checks, children's assessment records, risk assessments and the safeguarding and behaviour management policies.

Inspector

Naomi Brown

Inspection findings

Effectiveness of the leadership and management requires improvement

The newly appointed manager understands the requirements of the statutory framework for the early years foundation stage and is taking action to improve practice. The manager has been carrying out supervisions with staff to address gaps in their knowledge. She has not had sufficient time in post for this to make enough of a difference to aspects such as staff's management of behaviour. Recent staff training opportunities have improved staff understanding of other responsibilities such as child protection. As a result staff are aware of their role to protect children and risk assessments promote children's safety effectively. Relationships with parents are positive. Parents are beginning to receive information about their children's progress. The manager continues to develop her relationship with the senior leadership and is working to a clear action plan with support from her local authority advisor. As such there is capacity for the nursery to continue to improve.

Quality of teaching, learning and assessment requires improvement

The manager has made recent changes to address weaknesses in observation and assessment systems that have yet to have full effect. Some assessments give insufficient detail about what children can do to fully inform planning for all their individual needs. In the pre-school room, group activities take place with two, three and four-year-olds in one group. These activities are longer than appropriate for the younger children who find it hard to concentrate. Staff speak confidently about children they care for. Staff plan experiences inside and outdoors that cover all areas of learning in suitable depth. These successfully support children's overall development. Children enjoy exploring textures, for example, as they play in water and paint. Children readily chat to adults and each other.

Personal development, behaviour and welfare require improvement

Most staff manage children's behaviour well. However, some staff have unrealistic expectations of children for their age and stage of development, and over-direct their behaviour. This disrupts some group activities and means that children are not always sure what is expected from them. Children settle well and show that they feel close to their key person by chatting and playing with them. Babies regularly go to their key person for a cuddle. Mealtimes are well managed and children enjoy a range of healthy foods supplied from home with guidance from the nursery staff. Children enjoy playing in the fresh air to promote their health and physical development.

Outcomes for children require improvement

Children make typical progress for their age and stage of development across the areas of learning. However, progress is not as rapid as possible because some staff are more skilled at assessing children's development than others so activities do not always match or build on children's stage of development. Children are skilled communicators, and enjoy singing and story time. Children are learning skills to support their future learning, for example when they go school. For example, they learn to write their names, and to put their own coats on to play outside. A recent focus on potty training means that younger children are becoming more independent in their personal care.

Setting details

Unique reference number	EY495476
Local authority	Southend on Sea
Inspection number	1073417
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 0
Total number of places	24
Number of children on roll	0
Name of registered person	Mighty Oak Trees Childcare Ltd
Registered person unique reference number	RP901327
Date of previous inspection	Not applicable
Telephone number	07800593118

Mighty Oak Trees Nursery School, Southend was registered in 2016 and is one of five settings owned by the same provider. The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery employs eight members of staff who hold appropriate qualifications in childcare. The nursery provides funded early education for two-, three- and four-year-old children.

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.

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