

# Spring - Oak Tree

New Hutte Neighbourhood Centre, Lichfield Road, Liverpool, Knowsley  
L26 1TT



<b>Inspection date</b>	11 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b> <b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable

Effectiveness of 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

### The provision is good

- The leadership team has effective systems in place to monitor and evaluate the overall quality of their provision. They seek feedback from staff, children and parents and use this to inform improvements. For example, recent changes to the outdoor area enable crawling babies to explore further.
- Staff effectively support children who speak English as an additional language. For example, they learn key phrases from children's home languages and use them to help children to settle. Staff utilise picture cards and print in the environment, so children can more easily communicate, and they successfully help children to develop their English language.
- Children progress steadily, and all children are within their expected range of learning by the time they go to school. Those who start at the setting with lower than expected development, make consistent improvements and any differences with other children are narrowed.
- Staff create a warm, nurturing and child-centred environment. Children have a wide range of resources to select independently indoors and outdoors that engages children and motivates them to explore and learn. Children enjoy their play and learning. They concentrate well and become engrossed in activities. Staff encourage children to do things for themselves and to be independent and active.
- Partnerships with parents are strong. Staff encourage parents to contribute to initial assessments and share information from home. They meet with parents regularly to discuss children's progress and suggest ways to support their development.

### It is not yet outstanding because:

- The systems for supervising staff are not yet effectively focused to enable the manager to monitor staff's progression and develop targets for their professional development.
- Staff do not consistently encourage children to develop their thinking skills and express their own thoughts and ideas.

## What the setting needs to do to improve further

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

- further develop systems for the supervision of staff to ensure management can effectively monitor performance and create more focus with regard to staff's professional development
- extend staff's understanding of effective questioning techniques to help children develop their thinking skills and express their thoughts and opinions.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children, and completed a joint observation with the manager.
- The inspector held discussions with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their verbal and written views.

**Inspector**  
Suzy Marsh

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The management team ensures that all staff receive safeguarding training and check their knowledge regularly with quizzes and spot checks. Consequently, staff know how to identify signs of abuse and know whom to contact in the event of a concern about a child or adult. There are good systems to monitor staff's ongoing suitability. The key-person arrangements are effective, and children demonstrate by their interactions that they feel emotionally secure. The manager monitors children's development and identifies any gaps in learning. Staff put measures in place to narrow the gaps and ensure children make progress. For example, they use additional funding to access sensory and physical classes which help children to develop their confidence, social interaction and physical skills.

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

Staff demonstrate a good understanding of how to plan for children's learning by taking into account each child's individual needs. Overall, staff promote the language skills of babies and older children well through ongoing conversation and repetition of words. Children's mathematical skills develop well through the use of number and counting as they play and staff help them to consider the different sizes of resources. Babies and younger children are keen to explore the environment and take part in sensory activities. Older children have many opportunities to develop their small-muscle skills in preparation for early writing. For instance, they make meaningful marks with crayons and chalks, handle tools and manipulate materials, such as dough, with increasing control.

### Personal development, behaviour and welfare are good

All staff are trained in first aid and food hygiene, which further safeguards children's health and well-being. Staff encourage children to make healthy choices and provide nutritious, home-cooked meals. Children develop a good understanding of hygienic self-care routines as they independently wash their hands. Staff continually praise children's efforts and achievements to promote their self-esteem and positive behaviour. They have good access to the outdoor space, where they enjoy plenty of physical activity and exercise.

### Outcomes for children are good

All children make good progress over time, including children in receipt of funding. Children who have special educational needs and/or disabilities receive good levels of support, particularly during times of change. Children grow in confidence and learn skills to help them to become ready for school.

## Setting details

<b>Unique reference number</b>	EY539463
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10060037
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0151 4865883

Spring - Oak Tree registered in 2016. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery receives funding for the provision of 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

