

# Inspection of Oak Tree Day Nursery

13 Nine Mile Ride, Finchampstead, Wokingham, Berkshire RG40 4QD

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Inspection date: 17 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The dedicated leaders use their significant knowledge and experience to create an inspirational and welcoming environment where all children flourish. Highly impressive individual settling-in arrangements ensure that staff gain an understanding of the unique needs of each child. This supports children's emotional development extremely well and helps them to build secure attachments with a key person. Children are happy, settled and keen to acquire new knowledge and skills. They are exceptionally confident learners who play an active role in leading their own play and making decisions. Children of all ages explore their environment with confidence and ease, and show exceptionally high levels of self-assurance and emotional well-being.

Children thrive in the setting and behaviour is exemplary. The highly skilled staff are superb role models. They use their extensive knowledge of each child accurately when employing a range of strategies that help children to manage their feelings and regulate their own behaviour. Children of all ages demonstrate kindness and respect and understand how their behaviour impacts on others.

Children benefit from a range of stimulating experiences that fire their imaginations and help motivate them to explore, investigate and experiment. This is demonstrated when they use tools, such as spanners, to remove the wheels and chain from a bicycle and examine how a bicycle moves.

## **What does the early years setting do well and what does it need to do better?**

- Staff share consistently high expectations for every child and focus very well on helping to support children's development across all areas of the curriculum. They are exceptionally committed to their roles and meticulously evaluate and recognise children's learning needs. They plan a rich and varied selection of well-organised activities that deeply engage and focus children for long periods.
- Highly effective partnerships with parents, and other professionals involved in children's care, help staff to support children with special educational needs and/or disabilities extremely well. Staff regularly liaise with professionals and parents to seek advice, review children's progress and set them challenging targets.
- Performance management, training and support for staff are highly effective. Self-evaluation tools and improvement plans are exhaustive. Parents positively share their views using questionnaires and personal consultations.
- Children are inquisitive and ask interesting questions to find things out. For example, they observe that the nursery tarantula has shed its skin and question why this has happened. Staff explain that as spiders grow, they develop a new skin. Children share their own thoughts and identify that they do not lose their skin. Therefore, staff explain to them that humans do, but this is much more

gradual.

- Staff's excellent teaching highly motivates children to remain involved, focused and engaged in activities. They place a comprehensive emphasis on mathematics to enhance children's use of numbers and measurement. Babies and toddlers become fully immersed in listening to songs involving numbers and join in with enthusiasm. Staff provide older children with wide-ranging experiences based on children's interests. For instance, when children find worms in the garden, staff encourage them to count how many they have collected, and children use a ruler to measure the various lengths of the worms.
- Children are very keen to explore and investigate their surroundings and show tremendous interest in the environment. For example, they watch a windmill and identify that the vanes spin around when the wind blows, and stop when there is no wind.
- Staff use wonderful ways to teach children about diversity. They embrace children's natural curiosity when children talk about differences in skin colour and extend this further in an age-appropriate way. For instance, children look at different-shaped carrots and staff explain to them that, although they look different, they are still carrots. These positive experiences help children to identify and celebrate similarities and differences.
- Staff are highly successful in helping children to develop an understanding of how they can contribute to protecting the planet. For example, they use food waste to create compost and use this to grow their own fruits and vegetables. These positive experiences support children to develop a comprehensive awareness of growth, where their food comes from, and the importance of protecting their environment.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have an extensive knowledge of child protection issues, including wider safeguarding concerns such as the 'Prevent' duty and how to keep children safe online. They confidently identify the signs and symptoms which may indicate that a child is at risk of harm. Leaders are extremely vigilant and know precisely what to do if they have any concerns about a child's welfare. They ensure that staff complete extensive training to refresh their safeguarding knowledge regularly. Regular risk assessments of the environment ensure that any potential hazards are identified and quickly eliminated. The provider implements safer recruitment procedures to ensure that all staff and students are suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY235391
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	10108538
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	71
<b>Number of children on roll</b>	89
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	0118 9733231
<b>Date of previous inspection</b>	18 April 2013

## Information about this early years setting

Oak Tree Day Nursery registered in 2002. The nursery is open from 7.30am to 6.30pm each weekday, with the exception of public and bank holidays. In total, there are 35 staff working full and part time with the children. Of these, 18 have appropriate childcare qualifications at level 3, three hold a level 6 qualification, one a level 5, one a level 4, and one member of staff has early years professional status. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Ingrid Howell

## Inspection activities

- The inspector completed a tour of the premises with the manager. They talked about how the provider organises the nursery and the play and learning experiences provided for children.
- The inspector observed the quality of the interactions between staff and children and assessed the impact this has on children's learning.
- The inspector discussed with the manager how staff update their skills and how the team evaluates the quality of the provision.
- The inspector spoke with staff and children during the inspection. She held a meeting with the manager and reviewed a sample of documents, including evidence of paediatric first-aid training.
- The inspector spoke to parents during the inspection and took account of their views.

We carried out this inspection 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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