

# Inspection of Oak Tree Nursery School Stanah

Stanah Primary School, Thornton-Cleveleys FY5 5JR

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Inspection date: 6 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children beam with delight as they take part in one of the twice weekly forest school sessions. They learn to hold hands with their peers, listen carefully to staff and follow simple instructions to help them stay safe. Children cherish these outings and are giddy with excitement as they get ready to jump in muddy puddles. Staff encourage children to get up close to nature, looking at plants, comparing the heights of trees and spotting minibeasts. Staff support children's communication and language development and their understanding of different behaviours well on these outings. For example, they encourage children to play 'self-regulation' games, such as 'ready, steady, go'. Children cannot contain their laughter as staff pretend to forget words or give them instructions, such as, waiting to run at the right time.

Children's early literacy and mathematical skills are supported well. For instance, older children begin to name rhyming words and identify numbers up to 10. Younger children listen carefully to stories and count objects out loud with their peers. Staff tailor activities well to meet the differing needs of children. For example, children are split into different groups dependent on their age and level of development when learning about letter sounds.

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

- Children's imagination and creativity is effectively supported in the environment and during their play. For example, children confidently create and extend storylines with their peers. They search for 'polar bears' in the woods and create their own props to support their play. Some children use long sticks to 'protect their friends from the bears'. They excitedly show staff how the bears have been hiding and examine 'tracks' in the mud. Children eagerly talk to one another about what they have seen.
- Parent partnerships are a strength of this setting. The manager is committed to building purposeful relationships with parents and involving them in their children's development. For example, the manager organises 'Together Tuesdays'. These are stay-and-play sessions for staff and parents during which different important topics are explored. Recently, these sessions have been used to boost parent's knowledge on early literacy and mathematics skills. This means parents can provide consistent support to their children at home. These sessions are also used to explore aspects of safeguarding, such as keeping children safe online.
- Staff work closely and effectively with outside agencies. This helps to ensure that all children's needs are met, including those with special educational needs and/or disabilities. Staff plan suitably challenging activities for all children through considering assessments and the interests of the child. This means that

all children begin to meet their individual development goals. Staff well-being is of paramount importance. The manager is very supportive and provides opportunities for staff to further develop their practice.

- Parents appreciate this 'warm and welcoming' setting. They comment that their children have 'grown in confidence' since starting here. Parents particularly commend the manager for providing all children with a 'home visit' before starting at the setting. They feel this 'personal touch' contributes to the warm bonds their children enjoy with all staff.
- Children learn about the community where they live. Furthermore, staff help children to build an appreciation of the differences between cultures, traditions and religions outside of their own. For example, children recently celebrated Chinese New Year. They practised Chinese writing and looked at photographs of traditional Chinese homes. Children enjoy a weekly Wednesday walk. During this time, staff take time to point out aspects of the natural environment, such as comparing the height of the many different trees they see on their walk to the park.
- Overall, children's independence and life skills are supported well. For example, children enjoy the responsibility of completing small tasks during mealtimes. They confidently help themselves to fruit, pour their own drinks and clear their plates they have when they have finished eating. Older children show wonderful kindness as they assist younger children in peeling their fruit. However, at lunchtime staff do not always support children's understanding of the importance of healthy eating and consistently promote children's social skills with maximum effect.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their safeguarding responsibilities well. For instance, staff know the steps they need to take should they have any concerns for the welfare of a child. They recognise the signs and symptoms which may indicate a child is being abused or neglected. Staff attend regular safeguarding training. This helps them to build an understanding of wider safeguarding concerns such as the 'Prevent' duty and extreme beliefs. The manager is aware of the procedures she must follow if an allegation is made against her or any member of her staff.

## **What does the setting need to do to improve?**

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

- extend further children's understanding of the importance of healthy eating and social skills during routines.

## Setting details

<b>Unique reference number</b>	EY549517
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10143499
<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>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Oak Tree Nursery School Fleetwood Limited
<b>Registered person unique reference number</b>	RP536454
<b>Telephone number</b>	07305947529
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Stanah Clubs Ltd. registered in 2017. The setting employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 3, two hold qualified teacher status, one has a B.A (Honours) degree in Early Education and one is unqualified. The nursery opens from Monday to Friday during term time only. Sessions run from 7.30am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shauneen Wainwright

## Inspection activities

- During a tour of the setting, the manager explained the curriculum offered and the impact this has on children's development, to the inspector.
- The inspector observed interactions between staff and children, indoors and outdoors, and evaluated the quality of education.
- Parents shared their experiences and feedback with the inspector in verbal and written format.
- The manager and the inspector conducted a joint evaluation of an activity together.
- Leadership and management discussions were held throughout the inspection. The inspector also looked at relevant documentation, including evidence of staff suitability and paediatric first-aid certificates.

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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