

Inspection of Oak Tree Kindergarten Ltd (Ashcroft Road)

229 Ashcroft Road, Luton, Bedfordshire LU2 9AA

Inspection date: 25 January 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children are secure and happy and enjoy their time at the nursery. Children state they 'do all kinds of things all day'. Older children remember staff names and state they would go to staff if they felt sad. Children readily share resources and work well together. For example, when older children notice others struggling to fill a container with water, they offer a smaller container and clap when the younger ones then succeed. Children are becoming independent. For example, they wipe their noses, throw away the tissue and clean their hands. Staff support them in understanding the importance of these good hygiene practices.

Staff have a sensitive understanding of the possible effects of the COVID-19 lockdowns. They used good procedures to catch up on what children had been doing and their development at home during this time, using this information to inform their planning and help children feel settled. Children show positive attitudes and enjoy challenges. For example, staff encourage young children to build higher structures with wooden blocks and log slices. Children concentrate and show great pride in their achievements. They gain a practical understanding of safety. For instance, they competently pedal ride-on toys, taking care not to bump into others.

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

- The manager is honest in her evaluation of the nursery and understands how to identify weaknesses and make improvements. She supports staff well and considers their well-being and personal development.
- Thorough monitoring assists the manager in understanding children's development. She quickly identifies possible gaps in this and aids staff to support children. These secure monitoring processes help to ensure that all children, including those with special educational needs and/or disabilities and those who speak English as a second language, make good progress in their learning.
- Staff observe children and plan the next steps in their learning. They recognise experiences that children may not have had due to COVID-19 lockdowns and offer children opportunities in these areas. For example, staff noted that children had not experienced using the library and worked with children to create one. Children enjoy coming to the library, finding their card and choosing books.
- The promotion of communication skills is given a high priority and staff use many ways to support children. Babies eagerly participate in an activity, where they name items and make the corresponding sounds. Slightly older children competently describe how they are feeling. Older children confidently describe their play. For example, they put out cones on a role-play building site, stating 'this is dangerous and you need to warn people'.
- Children develop an enjoyment of books. Staff read clearly and enthusiastically.

Older children delight in howling like a cat and remembering the characters. Staff reinforce children's learning, for example, through asking questions. Children competently answer these and describe the meaning of words, such as 'caterwaul' and 'cacophony'.

- Parents state they can see their children are making good progress. They feel that staff communicate well, helping them to understand their child's development and to promote this at home.
- Children gain a practical awareness of other ways of life. For example, they go for bus rides and walk to local amenities. Staff use these opportunities to initiate discussions and help children understand their community and recognise differences.
- Children have many opportunities to develop physical skills. They develop control and coordination as they learn to use the slide safely. Children develop use of their smaller muscles as they select blocks and stack them.
- Staff know children well and link activities to their interests. Most staff are aware of the intent of activities and present these appropriately. However, not all staff are as confident and do not always fully understand how to use activities to promote children's development to the optimum level.
- Children enjoy imaginative play. For example, they pretend to 'treat a patient'. However, children sometimes have limited opportunities to express their creativity, for example, through experimenting with colour and design, and their development in this area is not fully promoted.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a secure understanding of safeguarding. Their knowledge includes wider issues, such as the dangers of exposure to extreme views and practices and possible risks when using the internet. Staff talk with children and help them to understand how to use the internet safely. They offer parents information to help them support their children in safe internet use. Staff complete regular training to refresh their safeguarding knowledge and ensure that they are aware of the procedures should they have any concerns about a child's welfare.

What does the setting need to do to improve?

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

- support all staff to fully understand the curriculum, so that they consistently recognise the learning intentions of activities and present these effectively to each child
- enhance the opportunities that support children in expressing and exploring their creativity.

Setting details

Unique reference number	105253
Local authority	Luton
Inspection number	10137452
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	52
Number of children on roll	80
Name of registered person	Oak Tree Kindergarten Ltd
Registered person unique reference number	RP902627
Telephone number	01582 720072
Date of previous inspection	29 May 2013

Information about this early years setting

Oak Tree Kindergarten Ltd (Ashcroft Road) re-registered in 1997. The nursery employs 15 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above, including one who has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed staff interaction with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the setting manager.
- Meetings were held between the inspector, the setting manager and the deputy manager. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times 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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