

Inspection of Reach For The Stars @ Oak Tree

Oak Tree Childrens Centre, Newcastle Street, Crewe, Cheshire CW1 3LF

Inspection date: 9 May 2022

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

What is it like to attend this early years setting?

The provision is good

Children thrive in this welcoming nursery. They build positive relationships with staff, who are warm and caring. When needed, children seek comfort from staff. They are offered hugs and soothing words. These bonds help children to feel safe and secure. Children play happily together. They form friendships and show positive attitudes towards one another. For example, children share buckets as they make sandcastles, talking to each other about what they are creating.

Staff have high expectations for every child. Children eagerly take part in activities that have been designed to meet their learning needs. They are consistently challenged. For instance, toddlers wave ribbons to music to develop their physical skills. Some children focus on moving to music, while others are taught to follow complex directions. This helps children to make the progress they are capable of.

Children's behaviour is good. They listen to instructions and follow them straight away. For instance, at the start of group activities, children are asked to touch their heads and their shoulders, and put their fingers on their lips. They do so without hesitation, giving staff their full attention. Since the COVID-19 pandemic began, children leave their parents at the door. This helps children to settle quickly.

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

- Staff know their key children well. They plan daily small-group activities for their key children. These activities focus on the things children need to learn next. For example, children develop their knowledge of letter sounds as they play a phonics game. Children sing a familiar song and think about what sounds different pictures start with. In the afternoon, children remember and share what they have learned in the morning. This helps children's knowledge and skills to develop over time.
- Support for children with special educational needs and/or disabilities (SEND) is good. Staff use numerous strategies to promote children's learning and development. For example, pictures help children to understand what is happening now and what will happen next. This helps children to feel comfortable, particularly during transitions. Additional staff work closely with children with SEND. They help them to achieve what they are capable of.
- Children become increasingly independent. They are developing the skills they need to care for themselves. For example, children go to the toilet independently and use a visual guide to help them to learn the steps involved in washing their hands. Children learn to clean their own noses and to put their tissues in the bin. This helps to prepare children for school.
- Staff teach children to recognise different emotions. They show children photos of different facial expressions and children act them out together. Children learn

that it is OK to have different feelings and that adults can help them if they feel angry or sad. This helps children to identify and manage their own feelings.

- Children respond well to familiar routines. For example, when staff bang on a drum, children quickly gather together. They know that it is time to tidy up and join in enthusiastically. Children know what to expect at different times throughout the day, which supports their positive behaviour.
- Although partnerships with parents are good, the organisation of staff means that parents do not always have opportunities to speak to their child's key person. This means that continuity of care and learning between the nursery and home is not always consistent.
- When concerns arise about children's progress, conversations with parents do not always happen as quickly as they could. This may lead to a delay in support being put in place.
- The manager works closely with other agencies, such as the local authority, to support children's development. The nursery has strong links with the attached children's centre. This partnership helps the nursery to work in collaboration with health visitors. It also allows the nursery to signpost support for families.
- Additional funding is utilised well to support disadvantaged children. For example, role play resources help to develop children's imagination and support their language development. Funding is also used to provide targeted training for staff. Children in receipt of additional funding achieve good outcomes.

Safeguarding

The arrangements for safeguarding are effective.

There is a culture of safeguarding. Staff are extremely vigilant and know what signs of abuse to be alert to. Safeguarding referrals are made in a timely manner and the nursery has a good relationship with local children's services. The nursery manages allergies well. For example, when children require different milks, they are clearly labelled in separate jugs. Posters on the wall display all children's allergies so that staff can check at any time. Children can only access areas which are safe for them. For example, the kitchen is locked when not in use.

What does the setting need to do to improve?

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

- consider how staff are deployed so that parents have more opportunities to speak to their child's key person in order to strengthen relationships
- ensure any concerns regarding children's development are shared with parents at the earliest possible opportunity.

Setting details

Unique reference number	EY557201
Local authority	Cheshire East
Inspection number	10190075
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	64
Number of children on roll	77
Name of registered person	Reach For The Stars Nursery Ltd
Registered person unique reference number	RP533244
Telephone number	01270583160
Date of previous inspection	Not applicable

Information about this early years setting

Reach For The Stars @ Oak Tree registered in 2018 and is situated in Crewe. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. The nursery employs 10 members of childcare staff. Of these, four hold an appropriate qualification at level 3 and five at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amanda Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documentation on request.

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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