

Inspection of Oak Tree Day Nursery

Willerby Hill Business Park, Hull, East Riding of Yorkshire HU10 6NS

Inspection date: 13 October 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and safe in this exciting and stimulating nursery. They enjoy a home-from-home experience. Children develop secure attachments with kind and nurturing staff. Children show that they feel comfortable and seek out staff to join in with their play. Babies laugh and giggle as they sing songs and play peekaboo with animated and enthusiastic staff. Older children show a great deal of confidence as they chat to the inspector about what they like to do at nursery. For instance, children show the inspector their favourite stories and talk about what they have been building in the construction area.

Staff have high expectations for all children's learning. They are good role models and offer children lots of praise and encouragement as they develop and practise their skills. Staff celebrate children's achievements and help them to develop positive attitudes towards their learning. Children are well behaved and polite. They understand what is expected of them at nursery and are aware of the rules and boundaries in place. Staff successfully use positive reinforcement strategies to help children to develop respect for others and a sense of right and wrong. As a result, children are kind, considerate and want to help each other.

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

- Staff have developed a clear curriculum that is designed to build on children's knowledge and skills. They have carefully thought about what they want children to learn and how they are going to help children to make progress.
- Staff consider what children are interested in and their next stages in learning when deciding on the activities to offer. For instance, staff use children's interest in transport to support their mathematical development. Children race cars down ramps and measure how far they have travelled. Staff introduce the concept of 'first', 'second' and 'third' place to further support children's mathematical knowledge.
- Children's communication, language and literacy development are a priority throughout the nursery. Babies and toddlers delight in endless opportunities to sing and play instruments. Children listen carefully to their favourite stories and join in with key phrases. Older children play games to promote their listening and attention skills. For example, they listen to and identify sounds which they can hear in a box, such as scissors and bells.
- Staff quickly identify children who may need additional support in their learning. They work closely with the nursery's special educational needs coordinator, parents and other professionals to get children the help that they need. However, some staff are less well informed about how to fully support children who speak English as an additional language.
- Children are supported well to express how they are feeling and talk about their

emotions. Children of all ages have access to cosy spaces, where they can relax, listen to music or look at a book. Older children develop a sense of pride and belonging, such as sharing their accomplishments with staff and each other.

- Children have plenty of opportunities for fresh air and spend time in the nursery garden every day. They develop their physical skills through the experiences on offer and learn how to manage their own risks. Children also have use of a sports hall and engage in weekly gymnastics sessions. They go for regular walks in the local woods, where they learn about nature and the natural world.
- Children are independent and develop their self-care skills well. For example, younger children wash their own hands before they eat. Older children help to serve out their own food at lunchtime and enjoy the responsibility of helping to tidy away afterwards.
- Mealtimes are a sociable occasion, where children and staff come together. They chat about their experiences and interests at nursery and home as they develop their conversational skills. Staff eat with children and promote good table manners.
- Staff establish good relationships with parents. They regularly share information with parents about their children's day and what activities they have been doing at nursery. However, staff do not consistently share ideas with parents about how they can enhance their children's learning further at home.
- Managers and staff work together to reflect on the nursery. They share ideas and suggestions on how they can make improvements to meet children's needs. For example, staff have created cosy and calm spaces for children to snuggle up and listen to stories.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have a good understanding of their role and responsibility in protecting children from harm. They confidently explain the procedures which they would follow should they have concerns about a child's welfare or the practice of a colleague. Staff complete regular safeguarding and child protection training to keep their knowledge up to date, including training about female genital mutilation and radicalisation. They carry out daily checks of the indoor and outdoor environments to make sure that they are safe for children. Staff teach children about keeping themselves safe, such as giving them gentle reminders to be careful when using climbing equipment. There are effective recruitment and induction procedures in place for new staff.

What does the setting need to do to improve?

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

- strengthen teaching to support children who speak English as an additional

language further

- extend partnership working with parents by sharing ideas regarding what they can do to enhance their children's learning at home.

Setting details

Unique reference number	EY260507
Local authority	East Riding of Yorkshire
Inspection number	10229482
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	82
Name of registered person	Hawkins, Lynn Marie
Registered person unique reference number	RP514066
Telephone number	01482 670923
Date of previous inspection	2 February 2017

Information about this early years setting

Oak Tree Day Nursery registered in 2003 and is located in Hull. The nursery employs 13 members of staff. Of these, two hold early years teacher status, one holds a level 5 qualification, five hold level 3 qualifications and four hold level 2 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Cotton

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 manager and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed how staff deliver the curriculum.
- A joint observation of an activity was conducted by the manager and the inspector.
- The inspector held a meeting with the manager and sampled documentation, including suitability checks of staff and first-aid certificates.
- The inspector spoke to parents during the inspection to take account of their views.
- Children interacted with the inspector during the inspection.

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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