

Inspection of The Oak Treehouse

Forest Street, Shepshed, Loughborough, Leicestershire LE12 9DB

Inspection date: 24 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 settled at this nursery. Staff help those children who require extra support to settle in a sensitive manner. They cuddle, speak softly and reassure these children, who then quickly engage in their chosen play.

Children benefit from a well-implemented and clear curriculum to support their learning and development. Staff provide an enriching environment where children are keen to explore and try new skills. They ensure children remain interested in activities. For example, staff who work with babies regularly change sensory activities to keep them engaged. Babies excitedly explore dry sand, dried rice and cereal as they experiment with touching the various textures. Staff make the most of natural experiences, such as rainfall. They encourage children to jump and splash in puddles to help develop their physical skills. Children giggle and squeal as they show their enjoyment. Staff help extend children's learning as they add balls to guttering pipes. Children place the balls at the top of the pipe and watch as they roll down and splash into the puddles.

Children behave well and develop secure attachments to their key person. Babies enjoy sitting on staff knees as they share a book. Older children confidently share their knowledge of Rangoli patterns with visitors. They talk about the shapes of the Rangoli patterns and how it takes a long time for the ink to come off the Diwali designs on the painted hands.

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

- Older children have excellent confidence as they recall their familiar and favourite stories. They enthusiastically tell visitors about a mouse who ventures into the wood and use props to help share what happens next in the story. Children explain to visitors that they are concentrating so they can remember all of the story. They are very proud of their successful storytelling and want to share another story with visitors about a witch and a broom.
- The manager and staff are very quick to identify children who require early intervention and additional support. They build positive partnerships with parents to reassure and support them during these sensitive times. These children receive exceptional individual care and attention and are fully included and encouraged to be involved in all activities.
- Parents spoken to on the day of the inspection are very complimentary about the service they receive and the care and education their children are offered. They comment on how well information is shared in different ways by the staff, such as electronically and daily face-to-face catch-ups of their child's day. Written comments report on how nurturing and caring the staff team is.
- The management team monitor staff practice through various methods, such as

team meetings and annual appraisals. However, these are not precise enough to ensure all staff receive the necessary support and coaching to raise the quality of their teaching and interaction with children to the highest level.

- The management team know what they want staff to do to assess children's development and support their learning. Staff plan activities and experiences to support children's learning well. However, sometimes, the learning intent for children is lost. For example, during a 'potion-making' activity with older children, the staff do not make the most of the children's learning intent. They do not develop or extend children's understanding of and the effect of mixing colours.
- Overall, staff interaction and engagement with children supports children's interests and learning. However, on occasions, staff focus more on the children who are confident and engage in the activities than those who are less confident and quiet. Therefore, these quieter children miss out on some learning experiences to help them to progress further in their learning and development.
- Children are independent and very familiar with routines and understand what is expected of them. Their behaviour is good. Children from a young age learn to share toys and take turns. Older children play cooperatively as they take turns pushing the baby dolls around the room. Staff praise children on their achievements and good behaviour to help raise their self-esteem.
- Children's health is promoted well. They spend plenty of time outside in the fresh air. They practise their physical skills as they balance and jump off and on low-level blocks. Children also enjoy healthy and well-balanced meals. Mealtimes are a social occasion. Staff sit with children and help them learn about the benefits of eating healthily.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete regular child protection training. They keep their knowledge up to date regarding changes to safeguarding practices, such as protecting children from extreme views and behaviour. Staff have a secure understanding of what they must do should they have a concern about a child's welfare or a staff's suitability. Risk assessments of the environment, which are completed by staff, are thorough and promote children's safety. Children are closely supervised. When babies are sleeping, staff remain in the room to monitor their safety. Older children receive appropriate guidance and support from staff as they learn to use knives to cut up food correctly.

What does the setting need to do to improve?

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

- improve the ongoing coaching and support for staff to further develop their

interaction with children and overall teaching skills

- support staff to ensure that the precise learning intention for children is consistently implemented so that children learn as much as they can
- help staff to engage more with quieter and less confident children, so they receive the same level of support as their more confident peers.

Setting details

Unique reference number	EY360642
Local authority	Leicestershire
Inspection number	10233714
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	0 to 4
Total number of places	60
Number of children on roll	66
Name of registered person	The Oak Treehouse (Shepshed) Ltd
Registered person unique reference number	RP527251
Telephone number	01509650742
Date of previous inspection	26 October 2016

Information about this early years setting

The Oak Treehouse registered in 2007 and is situated in Shepshed, Leicestershire. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above and two are unqualified. The setting opens from Monday to Friday for 50 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Judith Rayner

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the written views from parents and those spoken to on the day of the inspection.
- The inspector spoke with the manager, the management team, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications and their suitability when working with the children.

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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