

Inspection of Oaktree Pre-School Nursery

Fellowship House, Parish Office, 30 St. Mary's Road, London SW19 7BP

Inspection date: 13 August 2024

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

Staff are very welcoming and friendly in their approach. They greet children enthusiastically as they arrive. Staff encourage older children to register their arrival to help them to recognise their name labels, and promote a sense of belonging within the nursery. Children find their friends and favourite toys, and settle quickly. This shows that children feel safe and emotionally secure.

Staff enhance all children's learning well, overall. They plan enjoyable opportunities, indoors and outdoors, to support the curriculum and to help children to focus on their learning. For example, staff use mathematical language to help younger children to learn about different mathematical concepts as they pour water through different-sized funnels. They provide props to develop older children's imaginary play and make sense of their world. For instance, children concentrate as they make pretend passports from craft materials and play imaginatively in a role-play airport. Staff encourage children to share their ideas and take turns in conversations to help them to become confident communicators. Children have a positive attitude to their learning and have lots of fun.

Staff are very positive in their approach and are good role models. For example, they remind older children about the rules in the nursery during circle time. This helps children to learn about how to keep each other safe and promote their positive behaviour. As a result, children show care and concern for each other and behave well.

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

- Staff have the same ambition for all children. They engage with parents and other professionals very effectively. This ensures that all children, including children with special educational needs and/or disabilities, receive targeted support. Although, when children engage in their own play, staff do not always recognise when to help all children to fully participate in opportunities available. At these times, this means staff do not always extend children's learning experiences.
- Staff frequently read to children and engage them actively in stories. For example, staff encourage older children to act out a story about three little pigs. Children work collaboratively together as they hand each other foam bricks. Staff encourage children to think critically as they work out how to make a house from straw and sticks. Younger children explore a range of props and puppets that reflect stories about a tiger who came to tea. Staff successfully develop children's love of books and early reading skills.
- Staff support children's transitions between each room in the nursery very effectively. They plan settling-in sessions to help to promote children's emotional

well-being, such as young children enjoy mealtimes with older children, and settle quickly. Staff ensure that parents are equally involved when their children move to the pre-school room, to help to promote a seamless and consistent approach.

- Staff are very sensitive and caring in their approach when following children's personal care routines, particularly during nappy changing routines and toilet training. However, there are times when staff are not always flexible in their approach when following daily routines. For example, they take children outdoors only at set times and do not always consider those children who prefer to play and learn outdoors.
- Staff plan many opportunities to help to promote children's independence and self-help skills, in preparation for their eventual move on to school. For example, staff encourage children to pour themselves a drink of water during mealtimes, use the toilet independently and help children to hold cutlery correctly. As a result, children make good progress with their independence skills.
- Leaders reflect on the curriculum they provide and are committed to making ongoing improvements. Staff access a variety of professional development opportunities to help to extend the learning opportunities for children.
- Leaders have failed to inform Ofsted that there was a change to the company business address. Although this is a breach of the requirements of the early years foundation stage, this has no impact on children or the running of the nursery. The provider has now made the necessary notifications on the day of the inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to encourage all children to fully participate in the opportunities and experiences available, to help to maximise their learning
- review the organisation of daily routines to allow these routines to meet children's individual needs more consistently.

Setting details

Unique reference number	EY283078
Local authority	Merton
Inspection number	10354962
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	2 to 4
Total number of places	32
Number of children on roll	33
Name of registered person	Oak Tree Pre-School Nurseries Limited
Registered person unique reference number	RP523196
Telephone number	0208 715 1115
Date of previous inspection	13 November 2018

Information about this early years setting

Oaktree Pre-School Nursery registered in 2004 and operates from within St Mary's Church grounds in Wimbledon Village. The nursery is currently open all year round, between 8am and 6pm, Monday to Thursday. It employs 10 members of staff, including a cook. Of these, eight staff hold appropriate early years qualifications, including one member of staff who holds early years teacher status. The nursery receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The acting manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.
- The acting manager carried out a joint observation of an activity with the inspector.

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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