

# Oak Tree Day Nursery

58 Blairderry Road, LONDON, SW2 4SB

<b>Inspection date</b>	17/12/2014
Previous inspection date	19/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Staff work in good partnership with parents by keeping them informed of their children's development.
- Children settle well because they have warm, secure relationships with staff.
- Staff encourage children to be independent at meal times and when they use the bathroom.
- Staff assess children regularly and use this information in planning to meet children's individual needs well.

### It is not yet outstanding because

- Staff have not fully developed book areas for children aged two to three years of age to encourage their interest in books.
- Staff have not fully developed early writing opportunities for older children in play situations.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed interaction between staff and children in the indoor and outdoor areas.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to staff, parents and children and took their views into consideration.

## Inspector

Jennifer Beckles

## Full report

### Information about the setting

Oak Tree Day Nursery registered in 2009 as a limited company, following the initial registration in 2003. The nursery operates from a two-storey semi-detached house situated on a residential road in Streatham Hill, in the London Borough of Lambeth. The nursery is registered on the Early Years Register. There are currently 95 children on roll. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year, closing for one week in the summer and one week at Christmas and all other bank holidays. There is a garden for outdoor play. The nursery supports children with special educational needs and/or disabilities, and those who learn English as an additional language. It receives funding for early years education for children aged two, three and four years. There are 18 staff who are employed to work with the children, including the manager. Seventeen staff hold appropriate early years qualifications. This includes one staff member who holds qualified teacher status; 12 staff members who hold qualifications at level 3; four staff members who hold qualifications at level 2; and one staff member who is unqualified and working towards an early years qualification.

### What the setting needs to do to improve further

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

- encourage children aged two to three years to engage more with books by developing book areas further so children can browse through and access a range of books in comfortable, attractive areas
  
- develop further early writing opportunities in play situations to support older children's early literacy skills.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff meet the individual needs of children well. They assess children's progress by observing them regularly. Staff use this information to determine children's next steps for learning which are fully incorporated into planning. Staff offer a broad range of stimulating activities which cover all areas of learning. They reflect children's interests in planning well. For instance, children show interest in dinosaurs so staff provide toy dinosaurs in sand trays for children to play imaginatively. Children are free to create their own play from accessible resources. This is balanced by staff leading some activities to add structure to children's learning. Specialist teachers in French and music visit the children regularly to teach children language and music skills respectively. This enriches children's learning.

Overall, children learn good skills for later use in school. During the inspection, older children enjoyed using an interactive computer table. They demonstrated good skills by operating simple programs. For instance, children pressed buttons on the screen table display to select music programs. Staff taught children simple technology phrases, such as 'the computer is loading' which supports their language development and understanding of the world. Children selected different programs, some of which allowed children to practise number recognition to support their early counting skills. Staff taught children to use their problem-solving skills to complete puzzles. They suggested that children should try to match shapes and colours to complete the task. Although children played cooperatively during role play, opportunities for older children to practise their early writing skills while playing were not fully developed. Staff taught children to recognise their names on cards during group discussion times to support their early literacy skills. However, children aged two to three years did not fully engage with books. The book corner was not fully developed to display a range of books in cosy, attractive areas.

Staff provide good opportunities for younger children to develop use of their senses. During the inspection, children visited the sensory room where they observed bubble tunnels, which involved watching different coloured bubbles moving around in liquid. They experienced a wide range of different textures and sounds as they played with different resources. Staff sang songs with children and taught them names of different body parts to support their language skills. Children learned to follow instruction as they copied actions in songs.

Children enjoy a range of challenges in the outdoor area. They ascend climbing walls, balance across rope bridges and go down slides. Staff teach children good physical coordination skills by playing throwing and catching games using balls. Staff provide other learning activities for children, such as a planting area for children to learn how things grow.

Staff support children with special educational needs and/or disabilities effectively. They work closely with health professionals to provide individual education plans to meet children's individual needs. Children who learn English as an additional language make good progress. Staff learn key words in children's home languages to enable them to communicate their needs. They use picture cards of objects to teach children English names of objects.

Staff work well with parents. They keep them well informed about their children's progress through daily interaction. Staff also meet up with parents to discuss children's progress and review their learning journals. They provide written summaries of progress checks carried out on children aged two years. Staff provide good opportunities for parents to support their children's learning. Parents complete 'wow notes' to show their observations of their children which staff use to inform planning.

**The contribution of the early years provision to the well-being of children**

Children feel secure and settled in this homely nursery. This is because the key-person system is effective and enables children to form warm, secure attachments to staff. They provide activities that children enjoy because they find out about children's interests and skills when they first arrive at the nursery. Staff find out about babies' home care routines and incorporate these into the nursery so that routines remain familiar to babies. This helps babies to settle well. The nursery is bright and children's work is attractively displayed to support their well-being.

Staff manage children's behaviour well. They are firm and fair with children. Staff share their expectations of behaviour with children, with pictorial reminders on display. This helps children to understand what is expected of them and, consequently, they behave well. Staff offer children explanations of why certain behaviour is not acceptable. They teach children about cultural and religious differences by celebrating and discussing special events, such as Eid. Staff teach children to behave in safe ways. They show children how to handle scissors safely and to walk indoors to avoid accidents.

Children have good independent skills. They serve themselves at lunch time, pour their own drinks and scrape their plates when finished. Staff teach children healthy habits. They provide nutritious meals and snacks which cater for special dietary needs. This helps to ensure that children eat suitable food. Staff take children outdoors for fresh air and physical exercise each day which helps children to maintain healthy routines. Staff change nappies in clean, comfortable areas which helps to prevent the risk of cross infection.

Staff support children who move to school. They invite local teachers to visit the nursery so that children are familiar with school staff. This helps them to settle readily at school. Staff help children to settle into new group rooms at the nursery by spending time in these before children move up. This helps children to get used to new environments and staff.

### **The effectiveness of the leadership and management of the early years provision**

Staff prioritise children's safety. They help to prevent intruder access by having a video electronic entry system to the nursery. Visitors sign a book on arrival which helps to monitor who is in the building at all times. Over half of the staff team are qualified in first aid to provide ready support in accidents or emergencies. Children are protected further by staff who have good knowledge of procedures to follow should they be concerned about a child's welfare. Management monitors all areas of the nursery through closed circuit television which helps to keep children safe. The management team helps to ensure staff suitability for their roles by carrying out a series of background checks on staff. This helps to keep children protected from harm. The manager has good understanding of her role and responsibilities in relation to the requirements of the Early Years Foundation Stage framework.

Management monitors the nursery well. The manager checks the quality of observations carried out by staff on children regularly. This helps to identify and address and

inconsistencies in approach. The manager performs regular walkabouts around the nursery to check planning and the quality of staff practice. She regularly supervises staff and offers support where needed. The manager carries out staff appraisals to identify staff training needs. For instance, staff attended a course which led to a greater understanding of the developmental stages of young children. Staff track children's progress well to identify their development stages. This enables staff to take appropriate action to close gaps in learning.

Staff have effective links with others to support children's learning. They work well with local schools to support children who move to school. They have good links with the local children's centre. Staff direct parents to a range of their services.

The management team reflects on all aspects of the nursery to identify its key strengths and weaknesses. The manager has identified clear goals for improvement, such as to continue to enhance planning to support children's learning further. The team has met previous recommendations set at the last inspection, including improving the quality of support that staff offer to promote children's language skills in the toddler room. The nursery operates well and has good capacity to improve outcomes for children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY383631
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	829851
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	62
<b>Number of children on roll</b>	95
<b>Name of provider</b>	Oak Tree Day Nursery (London) Ltd
<b>Date of previous inspection</b>	19/10/2009
<b>Telephone number</b>	02086744844

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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