

Oak Tree Day Nursery

Inspection report for early years provision

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Inspection date	19/10/2009
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of 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 the London Borough of Lambeth. The nursery is currently on the Early Years Register. A maximum of 62 children in the early years age range may attend the nursery at any one time. There are currently 65 children on roll. The nursery is open each weekday from 8.00am to 06.00pm 51 weeks of the year, closing for one week at Christmas and all other bank holidays. There is a garden for outdoor play.

The nursery supports children currently attending with learning difficulties and /or disabilities and children for whom English is an additional language.

There are 18 staff whom are employed to work with the children, two cooks and two cleaners. The staff working with the children, including the manager, hold appropriate early years qualifications and one is working towards a qualification. Oak Tree Day Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are effectively learning and developing through a positively caring environment. Resources, play materials and organisation of the setting identifies the individual needs of all children being cared for. The extent of inclusive practice is recognised because staff consistently work in partnership with parents and other outside agencies and visitors. Management is continuously working towards making improvement through self evaluation, addressing and acknowledging strength and weaknesses reflected/identified in practices to promote children learning and development and welfare.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff in younger toddler group positively interact with the children through challenging their communication and language skills

The effectiveness of leadership and management of the early years provision

Children are well cared for to ensure that their learning and development and welfare needs are met. Staff are aware of issues surrounding safeguarding and protecting children, for example, they know signs and symptoms of abuse and what to do if they have concerns about a child. Valued in house and external

training courses are frequently organised for staff to promote children's welfare, such as health and social care, child protection and further developing staff's knowledge and understanding of the Early Years Foundation Stage (EYFS). Good systems are in place to keep children safe whilst at the setting, for example, the frequency of risk assessments, no person can enter the premises without ringing the door bell, close circuit television is installed to identify all parents and visitors entering the premises and all visitors are recorded. All mandatory policies and procedures are in place to promote children's learning and development and promoting their welfare. This includes guidelines for making a complaint and supporting positive inclusive practice. All mandatory systems are in place for record keeping, for example maintaining details on accidents, medication administered and permission has been obtained from parents for emergency medical treatment and outings.

Staff have a sound understanding of all EYFS, such as, how children learn through the stages of development and to promote their welfare. Activity plans in place clearly identify all of the six areas of learning and are frequently evaluated to ensure every child achieves the foundation stage of learning. Observation and assessment details are kept up to date. All children have EYFS tracker books. These are used to enable staff to know what level children are at and when to move children forward. This also enables children to have a smooth group room transfer. Staff ratio is good to ensure children are well looked after and their individual needs met.

Parent partnership is very good. Feedback received from parents establishes how they are very happy with the care and learning provided. Prior to children starting the nursery staff gather relevant information about the children and verbally collate details to enable them to know what level children are at. Babies and children up to the age of two years have a daily activity sheet where parents receive a report of what children have had to eat throughout the day, and the activities their children have been involved in. Parents twice a year receive a comprehensive written report about their children's progress and a parents evening is organised once a year to enable staff to share children's profiles and a more comprehensive details of their child's development and achievement. The nursery also sets children homework, this also enables parents to carry learning through to the child's home environment, they feedback to the nursery of what the child has learnt and whether they enjoyed it. Good positive comments are frequently received from parents on their child's learning progress from the homework. Partnership with other agencies is consistent which effectively contributes to supporting children's learning and development. Prior to children with learning difficulties or disabilities attending schools, their teachers are welcomed to visit the nursery and staff also visit the children's school. There is also an active relationship with the local authority early years department and the inclusion officer. This enables the nursery to plan for the children to ensure that they move forward effectively.

The quality and standards of the early years provision and outcomes for children

Children enjoy their time at the Oak Tree Day Nursery. They feel safe, secure and sustain a healthy emotional attachment with key people. The good social environment allows for older and younger children to develop their personal skills. The organisation of most group rooms, such as, the baby and pre-school room create a positive learning environment where children are able to make their own choice about what they want to play with and children are able to thrive and achieve the foundation stage of learning. However, in the younger toddler group some staff do not always positively interact with the children, such as, frequently talking to the children to challenge their communication and language skills. Older children in the older toddler and pre-school group enjoy circle time where they are able to talk about what they did with their family or share a well known story in their own words, such as Fireman Sam. Children are able to recognise their own name and identify letters from their name on the computer key board.

Children enjoy the freedom of playing outdoors, they access a range of equipment where they are able to use their large muscle control, such as, riding bicycles and tricycles and experiment on large climbing apparatus. Babies and toddlers are also able to enjoy the outdoor area. They have resources and play materials to assist them in pulling themselves up. All to assist in their physical development. Children are consistently learning about their environment and what is going on around them. Pictures and posters displayed around the nursery illustrate that children participate in lots of globe work, including discussing places they have visited with their families. They address many festivity events and celebrations, such as Diwali and are currently celebrating black history month. Activities with a music tutor children are able to benefit using various instruments to create difference sounds of the weather, such as, the rainstorm. They also talk about the different forms of transport from around the world.

Children learn about being and staying healthy, they know eating well makes them big and strong. Meals provided are balanced and nutritious. Menu plans in place include children with specific dietary requirements, such alternative arrangements are made for vegetarians. All group rooms have fresh drinking water readily available where children can help themselves at any time. Consideration is given to younger children whom are unable to ask for one themselves. Children develop and learn about good hygiene habits, they know they must wash their hands before meals and after using the toilet. They also learn how to brush their teeth after lunch to keep them clean and healthy. All in which consistently and continuously promote children's welfare and well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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