

# The Oaks Nursery

The Oaks Childrens Centre, Grange Road, FELIXSTOWE, Suffolk IP11 2LA



<b>Inspection date</b>	1 February 2019
Previous inspection date	12 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Overall, the learning environment is not presented or resourced well enough to encourage children to investigate and experience things, concentrate and develop their own ideas for sustained periods of time.
- Adult-led activities are not consistently planned or delivered to support the differing learning needs of individual children so that they make the best possible progress in their learning.
- Support and opportunities to help children who speak English as an additional language to make good levels of progress in their learning are not well established.

### It has the following strengths

- The manager and staff work as a team and have made a number of changes to improve outcomes for children. All previous actions raised at the Ofsted visit in December 2018 have been addressed.
- Staff get to know their key children well and ensure children's personal routines are followed. Parents feel well informed and report positively on the care and education that their children receive.
- Children enjoy a wide variety of nutritious meals and snacks. Mealtimes are social occasions where children independently serve themselves to food and drink, and learn to use cutlery with confidence.
- Staff are good role models to the children and support children to behave well and to respect each other.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the planning and presentation of the overall learning environment to ensure that children have good opportunities to play, explore and experiment with well-resourced activities	26/04/2019
improve the quality of teaching, particularly when delivering adult-led activities, to ensure that staff provide all children, regardless of their ability, with appropriate support and challenge in order to help them make the best possible progress	26/04/2019
improve opportunities for children who speak English as an additional language to increase use of their home language in play and learning.	26/04/2019

### Inspection activities

- We carried out this inspection because of a risk assessment, following information we received about this provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Dawn Pointer

## Inspection findings

### Effectiveness of leadership and management requires improvement

The manager and staff have worked together to make improvements since the last Ofsted visit. They have improved accident reporting, cleaned the nursery and removed broken toys and equipment. Effective risk assessments are in place to ensure the nursery is safe and hygienic. Staff are deployed effectively and children are supervised. The manager monitors the provision and has recently put in place support to improve teaching, through individual supervisions, group meetings and access to training. As a result, the quality of teaching is improving but is not yet good. The manager monitors the progress that different groups of children make, but not enough is being done to support those who speak English as an additional language. Safeguarding is effective. All staff hold child protection and first-aid certificates. Recruitment and vetting of staff are rigorous. Staff understand the signs that may indicate that a child is at risk of harm and are confident to follow child protection procedures.

### Quality of teaching, learning and assessment requires improvement

Staff gather information about children when they first start. They make observations of children's achievements and regular assessments are carried out to track the progress of individual children. Staff engage with the children and play alongside them, clearly pronouncing words and using appropriate repetition to support children's language development. However, teaching is not yet good. This is because staff do not pay sufficient attention to the quality of the learning environment and ensure that activities are always well presented and suitably resourced so that children can explore and experiment. In addition, while some adult-led activities are well planned and maintain children's interest, other activities are not adapted to help younger children to achieve or to challenge and stretch more-able children.

### Personal development, behaviour and welfare require improvement

Staff form warm relationships with the children. Babies are comforted by staff when they become tired or unsettled. Sleep and nappy changing routines are organised to meet babies' individual needs. However, weaknesses in the quality of teaching have an impact on all children's ability to make good progress. Children with additional needs are appropriately supported. Older children are developing some social skills and learning to take turns. Many independently use the toilet, wash their hands before meals and have a go at putting on their coats. Children behave well as staff are calm, positive role models and provide children with clear boundaries. All children have daily opportunities to be outside in the fresh air, and plans are in place to improve the outside area further.

### Outcomes for children require improvement

Children make steady progress and develop some key skills needed for the next steps in their learning. Weaknesses in the quality of teaching do not help all children to make the best possible progress. Nevertheless, many children listen to stories and join in with familiar songs and action rhymes. Older children practise writing with pencils. Some confidently count out loud and name different shapes, while others concentrate on completing a large floor puzzle.

## Setting details

<b>Unique reference number</b>	EY440385
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	10072047
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Alpha Nurseries Ltd
<b>Registered person unique reference number</b>	RP900801
<b>Date of previous inspection</b>	12 August 2015
<b>Telephone number</b>	01394 694752

The Oaks Nursery registered in 2011. It employs 15 members of staff, of whom 14 hold appropriate early years qualifications at level 2, 3 or 4. The nursery opens Monday to Friday from 7.30am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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.

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