

# Inspection of Oak Lane Day Nursery And Pre School

St Johns, Oak Lane, Twickenham TW1 3PA

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Inspection date: 3 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 feel safe and happy in the nursery. They confidently move around and they know where to find the resources for exploration. The staff and leaders place a high value on attachment and there is a well-established key-person system, which is evident in the interactions between staff and children. Staff are caring, warm and responsive to all children and they treat children's needs as a priority. When children are sad or frustrated, they can seek comfort from the staff as a result of their strong, trusting bond. Staff welcome children and parents with great enthusiasm, and parents speak highly about all staff members.

Staff know each child's skills and interests well and they understand how to extend their abilities further. Children take delight in their achievements and are proud to share with others. For example, children can display their handwriting and art in their classrooms. They learn how to persist and keep on trying in a positive way. Staff set out classroom rules for the children and they are good role models for the expected behaviour. Children explore topics such as recycling and biodegrading in the nursery. Each age group takes part in eco garden projects where they grow their own produce in small planters. As a result of their efforts, the nursery recently earned a Green Flag Award.

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

- Leaders and staff plan an ambitious curriculum to support children's overall development, and all children progress well. Staff are committed to working closely with parents, external professionals and each other to support children. This includes children for whom the provider receives additional funding or those with special educational needs and/or disabilities.
- Leaders have a clear understanding of how children should articulate and manage their own feelings as part of their curriculum. For example, most staff label emotions as part of activities, read relevant stories and have discussions regarding the impact of children's behaviour. However, staff do not yet consistently reinforce the language around expressing emotions to further support younger children's personal development.
- Children have opportunities to learn and practise independence. For example, they serve their own food from an early age. Young babies learn how to identify their own belongings, and they point at them as a means of communication. Children learn about their own dietary requirements with colour-coded picture badges, which prompts caring conversations among older children.
- Children are physically active, both indoors and outdoors. For example, babies crawl freely and pull themselves up on lower furniture. Children play in the garden regardless of the weather, jumping in puddles, riding a balance bike and participating in adult-led games. Children make their own play dough and

practise small-muscle movements such as pinching, rolling and pulling. Additionally, children learn hygiene practices, starting in the baby room, and benefit from nutritious meals in the setting.

- Staff are good at recognising children's interests and previous experiences. They seize this opportunity to communicate with children. Staff encourage children to learn and utilise new vocabulary in their play. For example, while pre-school children pretend to be chefs in a restaurant, a staff member echoes back different ingredients clearly to them. Leaders ensure that the curriculum for communication and language reflects the importance of reading, storytelling, rhyming and singing. Additionally, parents and children have access to a book swap area in the setting, which fosters the love of reading further.
- Staff offer plentiful experiences for older children to learn about different cultures and occupations. Both leaders and staff wish to organise more visits to local sites so that older children can learn more about their wider community. However, experiences are not yet as consistent for younger children to increase their understanding of the world.
- Parent partnership is strong and respectful. Staff report on children's learning regularly to the parents and provide different activity ideas to explore at home. Parents speak positively about the staff and they describe the setting as a 'home from home'. Consequently, open communication between parents and staff supports children's ongoing development.
- There are effective systems for staff's induction, professional development and supervision. Leaders help staff to set regular goals for their own progress. Staff have high regard for their leaders and they appreciate the clear vision, as well as the rich learning opportunities.

## 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:**

- further support staff's teaching strategies to ensure consistency in children's use of language in expressing emotions
- continue to strengthen younger children's personal experiences to improve their understanding of the wider community and the world around them.

## Setting details

<b>Unique reference number</b>	EY499007
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10335755
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	75
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Telephone number</b>	02037807910
<b>Date of previous inspection</b>	26 June 2018

## Information about this early years setting

Oak Lane Day Nursery And Pre School registered in 2016 and is located in the London Borough of Richmond upon Thames. The nursery is open from 7.30am to 6.30pm Monday to Friday, all year round. It is in receipt of funding to provide free early education for two-, three- and four-year-old children. The nursery employs 23 staff, of whom 17 hold appropriate early years qualifications ranging from level 2 to 6.

## Information about this inspection

**Inspector**  
Ozum Alvim

## 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 the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed interactions between staff and children.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager and they discussed their reflections.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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