



## The Trees Day Care Nursery (5)

Inspection report for early years provision

<b>Unique Reference Number</b>	131616
<b>Inspection date</b>	03 October 2006
<b>Inspector</b>	Clare Moore / Coral Hales
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<b>Registered person</b>	White Horse Childcare Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Trees Day Care Nursery is one of a group of nurseries operated by White Horse Child Care Limited. The nursery opened in 1998 and operates from a detached house in the suburb of Shirley on the west side of Southampton. The nursery is situated over two floors and has a secure enclosed outside garden. A maximum of 83 children may attend the nursery at any one time. The nursery is open from Monday to Friday all year round excluding bank holidays from 08:00-18:00 and children attend on a part-time or full-time basis.

There are currently 85 children aged from three months to five years on roll. Of these 18 receive funding for early education. The setting currently supports a small number of children with learning difficulties and also children for whom English is an additional language.

A qualified manager is employed to be responsible for the day to day running of the nursery and a further 13 members of staff work with the children. Of these nine are qualified and two are working towards an early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is effectively promoted. They are served a wide variety of nutritious home cooked foods prepared on the premises at meal and snack times. This includes plentiful fruit and vegetables. Children are offered water or milk to drink and water is freely available to older children to help themselves. Older babies are encouraged to develop skills and become independent at meal times through feeding themselves and being supported and encouraged by staff. Specific needs of children such as allergies and sensitivities are carefully recorded and systems are in place to ensure their needs are met. Children rest and sleep according to their needs. Those that need reassurance are sympathetically supported and soon respond to skilled efforts to calm them.

Children enjoy fresh air, exercise and physical play in the garden with a variety of activities which gives older children opportunities to climb, slide, balance, throw, kick and catch balls, use ride on toys and play games. This helps children to develop physical skills and to keep fit and active. Children develop finer manipulative skills and hand eye co-ordination through for example painting, using tools such as a stapler and hole punch and managing the mouse when they operate the computer. Children are protected from the sun in the summer months because they wear sun protection creams and hats and make use of shade from trees and canopies. Younger children also have frequent opportunities to develop skills and enjoy the outdoor environment as they explore the sand and enjoy action songs and rhymes.

Children are cared for in a comfortable environment and children's toys and equipment are clean and well maintained. However in some parts of the premises aspects of cleanliness and maintenance are lacking. Older children learn about the need for good personal hygiene. They become independent by managing their toilet needs and washing their hands as soon as they are able to with sensitive support from staff. The majority of the staff have training in food hygiene, most of these are current and tables that children use for activities, meals and snacks are cleaned frequently. An effective sickness policy helps to prevent the spread of illness and cross infection.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The setting has a high level of security which helps to keep children safe. Risk assessments are carried out regularly both indoors and outside and these are usually effective in pinpointing and addressing hazards. Low level glass is protected but in some areas the protection is missing and the fans in the rooms are not secured. All medicines and cleaning materials are stored safely. Children know about fire safety procedures and they are practised regularly and a visit from the fire service also helped to raise awareness. A first aid kit is available in the office and

staff are qualified in first aid so that action can be taken to treat children in the event of an emergency. Children are carefully supervised during the time they spend in the care of the nursery. Babies are monitored closely when they have sleeps. Older children learn to become aware of safety issues such as walking rather than running indoors and using equipment safely which helps to prevent injury to themselves and others. They learn about taking responsibility and keeping themselves safe through a visit from a road safety officer and through considering road safety during activities and when they are on outings. Older babies who are ready for chairs are carefully secured with harnesses at meal times.

Children's safety on outings is carefully considered. A written procedure is used, a higher staff ratio is maintained, a first aid kit, mobile phone and contact numbers are carried which help to maintain safety and cover all possible eventualities.

Staff have a secure understanding of child protection procedures which helps to ensure that children's needs are met.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are relaxed and happy at the nursery due to carefully considered settling in procedures and attention to individual needs. Children are confident and demonstrate a sense of belonging as they arrive, exchange greetings with staff, leave their parents, hang up their bags and choose something to play with.

Children spend their time purposefully in a variety of ways which helps them to enjoy their time at the nursery, maintain interest and have fun. They enjoy books, games, music and benefit from very good resources and a wide range of accessible toys and equipment. They have frequent opportunities to enjoy sensory experiences. Babies and toddlers explore sound and texture with toys such as shakers, texture books and natural materials. All children are supported in developing language skills because staff talk, listen to and play with them. Children of different ages and siblings have opportunities to interact when they have time together in the garden or at tea times. Older children are encouraged to help younger ones, staff suggest to children that if they need help they ask another child who can assist, for example pouring out a drink. This helps children to accept help and respond to the needs of others. The setting makes very good use of the Birth to three matters framework to plan activities and record children's progress which supports development very effectively.

Daily notes and records about children are written by staff and shared with parents. This together with the key worker system helps to maintain continuity of care so that children are happy and settled.

### **NURSERY EDUCATION**

The quality of the teaching and learning is good. Three and four year olds are making consistent progress towards the early learning goals. Staff have a sound working knowledge of the Foundation Stage of learning. They provide a broad range of activities and experiences, ask questions and offer praise and encouragement. Children enjoy their activities and can access

many of the resources available to them and make free choices. They use their imagination when they explore paint, play with small worlds for example using a train set, role play and move to music. They enjoy rhymes, puzzles, books stories and games which help them to practise number and language skills. Staff meet together and share their ideas to draw up activity plans taking turns on a rota basis.

Children are motivated and absorbed in what they do, for example they explore water when washing small pots and pans, earth as they dig in it and wind as they observe and discuss flying balloons and kites in the current theme of the elements. At circle time they consider the rules of the setting and the theme and at story time they are fully engaged as they listen and respond to the readers questions. They are excited and show their enjoyment through laughter and roaring in imaginative play as they re-enact 'Handas Surprise', wearing animal masks. They also enjoy cooking a variety of food such as pizza and biscuits which helps them to observe change. They sometimes have visitors to the setting. On a recent visit from Zoo Lab they were shown a variety of mini-beasts and reptiles and re-counted the event as they talked enthusiastically about their favourite animals.

Children are confident speakers and listeners. They practise and develop skills as they take part in conversations with staff and other children. Their vocabulary is extended through talking about recent events and a range of topics at circle time. Children learn about number through rhymes, games and practical activities such as counting and working out how many plates are needed when they set the tables. They explore space and shape as they wriggle through tunnels, build with large blocks and make patterns with magnetic mosaics. They practise reading and writing skills when they identify their names, label their work, draw and share books and stories. They have regular opportunities to enjoy stories as a group and a wide selection of books which is rotated is accessible to them in the comfortable book corner, and sometimes in other areas.

Written assessments and observations show children's achievements and these are clearly linked to the areas of learning. However the Records of Achievement do not currently reflect this accurately. Activities build on what individual children already know and helps them to progress through the stepping stones.

Children are able to make good use of the outdoor environment to extend their learning experiences. There are opportunities to flow freely from the indoor room to the garden when the doors are open as well as defined times to use the garden. The activities set out in the garden develop current themes and make links in children's learning , for example digging in the earth, collecting leaves for collage, making observations of the weather and wind. Children show their pleasure in spending time outside by eagerly responding as soon as staff say they can go out.

### **Helping children make a positive contribution**

The provision is good.

Children behave very well, they enjoy playing together and older children develop a sense of responsibility by helping to tidy away before meal times, clean tables and sweep up at the end of the day. Younger children are supported with sharing and taking turns which helps them to work harmoniously with others. Children and staff use discussion to help children understand

how others are affected which gives children responsibility and control. Children develop a positive attitude to difference when they taste a variety of foods from other countries, celebrate festivals and explore cultures and disability using a variety of resources and discussion. Spiritual, moral, social and cultural development is fostered.

Children are valued as individuals and are often independent in selecting their own resources from those set out and in child accessible storage. They make choices about what activities they would like to engage in. Children are happy and settled in the homely environment. They play together well, enjoy each others company and are at ease with the staff. Children with learning difficulties and disabilities are welcomed and are supported very effectively as staff are qualified in this area and also use sign language with the children. Children with English as an additional language are helped with their language and staff show that they value other languages through displays and sometimes using, for example Spanish words. They also have established links with other agencies for support and further expertise.

The partnership with parents is good. Parents are warmly welcomed into the setting to help settle children and provide information about home routines, allergies, likes and dislikes. This is used to help children to feel comfortable, at ease and minimise disruption to routines. Children enjoy attending.

Parents are invited in regularly to look at records and discuss progress. They are offered opportunities to contribute to children's records and given detailed information about the areas of learning, what children will be covering in the themes and invited to provide resources which helps them to take an active role in their children's learning. They are given comprehensive information about how the setting runs through the prospectus and newsletters and information about each stage as their child moves through the nursery to different groups. They are supported very well in the transition to school which helps them to adjust to changes. This helps them to remain confident and re-assured. There is a clear complaints system and parents are confident about how to report any concerns they may have.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Space and resources are well organised with different base rooms for different age groups, child accessible storage and the outdoor play area. Areas in the rooms are thoughtfully set out and continually under review so that activities can be easily accessed and space is used effectively.

Policies and procedures are clearly set out, regularly reviewed, shared with all staff and made available to parents which contributes to children's well being in the nursery. All the required documentation is in place and there are full recruitment procedures including checks to ensure employees are suitable. The attendance register is very effective and shows clearly when staff and children are present, where they are and which staff are caring for individual children.

There are effective induction and training procedures for new staff and ongoing training and appraisal for more experienced staff. Staff are clear about their responsibilities through written job descriptions and effective support. They are encouraged to share their ideas and take an

active role in their development. There are measures to cover contingencies if staff are away so that ratios are maintained. Children can be treated in the event of an emergency because permissions have been obtained from parents to cover medical treatment or advice.

The leadership and management are good. The management and staff teams work together and are committed to continuing to develop, reflect upon and improve education and care through training, working with the Early Years Development and Childcare Partnership, local schools and the local Southampton Day Nurseries Association.

### **Improvements since the last inspection**

At the last inspection the setting was asked to develop aspects of children's assessments, provide more choice and offer more information to parents about the curriculum. Children's records show the progress that children make, children are offered a wide variety of choice and parents are well informed about children's achievements, the Foundation Stage of learning and the Birth to three matters framework.

They were also asked to develop registers, improve staff knowledge about child protection and address aspects of safety in the garden. This has been achieved. The registers are well documented, staff have been trained in child protection and the safety in the garden has improved. This helps to promote children's welfare.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure risk assessments are fully effective in identifying and addressing hazards

- ensure standards of cleanliness are maintained throughout the nursery

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the children's records so that they accurately reflect achievements.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)