



Yew Tree Nursery

Inspection report for early years provision

| | |
|--------------------------------|--|
| Unique Reference Number | 511150 |
| Inspection date | 19 September 2006 |
| Inspector | Carol Cox / Rachael Williams |
| Setting Address | Yew Tree Farm, Tarnock, Axbridge, Somerset, BS26 2SA |
| Telephone number | 01934 750556 |
| E-mail | griffin@yewtreesfs.net.co.uk |
| Registered person | Wendy Griffin |
| Type of inspection | Integrated |
| Type of care | 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.

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 satisfactory. 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?

Yew Tree Nursery opened in 1998. It operates from purpose built premises in Tarnock village, Somerset. There are large playrooms for pre-school children, a baby unit and toddler rooms and a dining room shared by all the children. The children have access to a large enclosed play area. The setting also offers a breakfast club, after school care and a holiday club. The nursery serves the local and surrounding area.

There are currently 315 children from three months to eight years on roll. This includes 37 children in receipt of funding for early education. Children attend for a variety of sessions. The setting has experience of supporting children with learning difficulties and disabilities and those who speak English as an additional language.

The nursery opens five days a week all year round except for Bank Holidays, and closes between Christmas and New Year. Sessions are from 07:00 to 18.30. Kindergarten sessions operate from 09:00 to 15:30.

The nursery employs 40 members of staff, 6 of whom are catering and administrative staff. Of the 34 who work directly with the children, 24 have early years qualifications to level 3 and 6 members of staff are working towards a recognised qualification. The setting receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is protected through some effective routine hygiene practices, for example, staff use anti-bacterial sprays on tables before children eat. Children are protected from the spread of infection through sensible exclusion policies which are shared with parents. However, there are some practices in place which may spread infection, for example, inadequate procedures for the cleaning of potties. Adults encourage children to learn self-care skills and older children confidently use the toilet and wash their hands without prompting. Staff in the baby room are diligent in their hygiene practice when changing babies' nappies.

There are procedures in place for the administration of medication however, the registered person is in breach of a regulation by not ensuring that all medication administered to children is recorded. However, staff liaise closely with parents and to date there has been no harm to children. Some staff have appropriate first aid qualifications to ensure children receive proper treatment should they have an accident.

Children are offered a varied menu of freshly prepared meals. Babies enjoy fruit for snacks and learn to feed themselves finger foods. Parents provide food and bottles for younger babies and staff follow rigorous procedures to ensure all food is safely stored and prepared. Toddlers and older children are encouraged to feed themselves and make some choices about their food. Staff in the baby rooms ensure that babies' sleep routines are consistent with home routines through close liaison with parents. Staff share daily diaries with parents to exchange useful information and plan to meet the health and well-being needs of each baby.

All children benefit from daily opportunities to be outside in the well equipped, spacious outdoor area. Babies and younger children have their own all-weather surfaced area, which means that they can comfortably play outside all year round. They have a wide choice of toys and equipment to develop their physical skills. In the baby and toddler rooms there are ball ponds and ride-on toys to encourage movement. In the baby room children enjoy shuffling around. For example, one ten-month-old baby expertly manoeuvred around the room to join in the games of others. Young children use a range of tools to stimulate their small physical skills, for example, children use paint brushes and crayons to develop mark making skills whilst still in the baby unit. Children throughout the nursery learn about their bodies through planned topics.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The nursery offers attractive and safe spaces for babies and children to explore and play. The outside play areas are safe, for example, there are separate, safety-surfaced areas for babies and young children to play away from more boisterous older children. The inside rooms are well planned and attractively decorated with appropriate furniture and equipment to support children's care and learning. Staff know about the fire evacuation procedures and regular fire drills are held and recorded. The premises are well managed and there is a regard for safety. The registration system does not record children's actual attendance times.

Staff members ensure that toys and resources are regularly checked for safety and cleanliness. This means that children and babies can safely make choices about toys they play with. Children learn to keep themselves safe, for example, older children practise road safety when on local outings. The after-school club staff have been rigorous in informing children about the new safety regulations when using the mini bus. For example, they have drawn a height line on the wall where children can check whether they need to use a booster seat.

Children are protected from abuse because staff members have a knowledge of how to recognise signs and symptoms of different forms of abuse and the clear procedure to follow should they have any concerns. Staff understand the importance of following procedures in line with local guidance and make sure they share any records made about children with their parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Babies and children make generally good progress in all areas. Children are happy and settled and gain confidence from good interactions with staff. In the baby unit babies and toddlers move freely, choose toys and extend their physical skills. Staff talk and sing to children to promote their language development, for example, chatting to babies whilst changing their nappies. Children who have learning difficulties or disabilities are identified and well supported by staff who work closely with parents, the special educational needs coordinator and other professionals. Staff have some experience of supporting children whose first language is not English, however, there are few accessible resources in the nursery to provide positive images of different people and their lives.

Staff prepare activities for babies and younger children, however, although several staff working with the children under three have attended training in the Birth to three matters framework, as yet they do not use this. There is no clear planning for the learning and development of babies and young children. Consequently children are not well supported in their own play and sometimes spend long periods repeating the same activity. Staff take photographs to record children's achievements but these are not linked to the Birth to three matters framework and are not used to assess progress or plan next steps in learning.

Children who attend the breakfast, after-school and holiday clubs are involved in planning activities and enjoy a rich and varied programme of which is supported by good resources and

enthusiastic staff. Photographs taken by the children display the diversity of activities they have planned and enjoyed.

Nursery education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals, particularly in physical development and communication, language and literacy. However, planned activities do not sufficiently cover all areas of learning as there are limited opportunities to develop children's understanding of information, communication and technology, calculation and problem solving. Staff's knowledge of the Foundation Stage curriculum is generally good, however, staff lack confidence to sufficiently develop counting and calculation activities in everyday activities and routines to further develop these skills. Regular observations support children's assessments, however, there is inconsistency in their completion due to ineffective time management. Through this, and inconsistencies in evaluating planned activities, the next steps in children's learning are not fully identified, consequently children are not always sufficiently challenged to progress in their learning.

Children are provided with a stimulating range of activities, in an environment which is conducive to learning, where children are encouraged to be independent learners. For example, children make decisions about the activities they are involved in and show sustained interest in their chosen activity. For instance, children used silky crayons to mark-make and ascribe meaning to their pictures such as, tigers escaping or a picture of a pet dog gone to America because Daddy is allergic to him. Through high quality interaction with staff children thrive within the well organised environment which is rich in worthwhile experiences. Staff have good knowledge of children's interests and their stage of development. They spontaneously plan relevant activities to support and challenge children within the fully inclusive environment. Staff are very experienced and use a wide range of teaching methods, which acknowledges that children learn in different ways. For example, effective questioning was used to encourage children to think about why some objects float and others sink. Children are also encouraged to initiate their own play for instance; children decided to create a hospital using wooden blocks and logs, the activity was well supported by a member of staff who valued their ideas and added the play people hospital figures, equipment and furniture to further develop their play.

There is an abundance of toys and resources to stimulate and challenge children's physical development. For example, children benefit from a good range of ride-on toys ranging from two-wheeled, foot propelled motorbikes to four-wheeled cars. Children negotiate space well, creating pathways as they use a wheelbarrow to move wooden blocks and logs to the playhouse. The children engage in a range of activities to support the development of large muscle skills for example, children enjoy playing on the climbing frame, mounting steps and sliding down the slide. Children also engage in active play inside the kindergarten where they move in a variety of ways, for example in parachute games they walk backwards, sideways and on tiptoe, before crawling under the raised parachute.

Children communicate clearly through the use of facial expressions, speech and sign language (Somerset Total Communication). There are good opportunities for children to sit and listen to others and to be involved in sharing their experiences such as, discussing their holiday in a caravan. Staff respond well to children engaging them in meaningful conversations, repeating

unknown words and supporting their developing vocabulary. Older children use speech well in their role play for instance, two three-year-olds carefully packed their bags to go on holiday explaining that they were taking food and books for the journey. After 'clicking' to show they had done up their seat belts they departed on an aeroplane, explaining that they are not travelling by boat as it makes them sick. There are good opportunities for children to mark-make and to write for a purpose. For example, children are encouraged to label their creations and more able children show good formation of recognisable letters when writing their name.

Staff foster children's curiosity well through the use of the local environment. For example, children visit the local garden centre to purchase compost for use in the Poly Tunnel where they grow squash, to be picked for harvest festival at the local church. Children are engaged and eager to learn as there are very good opportunities for them to explore and investigate through the provision of a range of resources, for instance, malleable materials such as, gloop. Children confidently matched, sorted and identified colours and enjoyed mixing autumnal tones with their hands to create a display.

Helping children make a positive contribution

The provision is good.

Children are happy and well-behaved. Staff talk to them about the need to consider others and explain how their behaviour may affect them. Children learn to share and take turns through positive encouragement from staff. They learn about themselves and the lives of others and the importance of valuing differences through activities, visitors to the nursery and outings. However, there are few accessible resources to portray positive images of a diversity of people. Resources that are available in the kindergarten are not readily made accessible for children to use in routine play activities.

Children show good self esteem and are confident to ask for help when needed. There are sensible systems in place to help children settle and to prepare them when they move on to different rooms. Children who have learning difficulties or disabilities are well supported by staff who seek guidance from the special educational needs coordinator. Staff work closely with parents and professionals to support children's learning and developmental needs.

Parents are fully involved in establishing routines for babies and value the daily use of home books to describe their child's day. Staff find this exchange of information vital in helping children settle. The use of regular parents' evenings, newsletters and a notice board helps parents learn about the nursery and the activities their children enjoy. Staff share regular verbal feedback and photographs with parents to help illustrate how children are making progress.

Partnership with parents is good, which contributes significantly to children's well-being within the nursery. Children benefit from the close relationships staff build with their parents to ensure there is a regular exchange of information. However, parents are not fully involved in their child's learning as home achievements are not actively shared to further influence children's next steps in learning. Flexible settling-in arrangements and continuous liaison with parents ensure children's needs are identified and met. Staff are readily available to discuss children's achievements and more formally share these at regular parents' evenings. On the whole, parents receive useful information about the setting and their children's activities through open days

and an informative notice board. However, limited information is available on the Foundation Stage curriculum to ensure parents are fully involved in their child's learning. Overall, children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The staff are well qualified and are encouraged to attend training to meet their development needs and those of the nursery. There is a clear system in place for the recruitment and checking of new staff and the manager offers annual appraisals to all staff. The on-going suitability of staff to work with babies and children is carefully checked. However, there is no procedure in place to monitor the quality of care and education provision, consequently some procedures may have a negative impact on children. For example the procedure for administering medication does not meet regulatory requirements. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good. Staff are experienced and well qualified showing good knowledge of how children learn. The Foundation Stage team work well together and staff are fully involved in planning and their ideas valued. Consistency is ensured through regular supervisor and staff meetings. Issues are discussed and acted upon which leads to improvement for instance, updated assessment records and the inclusion of an all weather garden plot. Although annual appraisals ensure staff's development is monitored training needs are not always met such as, courses to improve staff's confidence in mathematical development. Due to ineffective time management the supervisor has been unable to effectively monitor the provision for early education for instance, monitoring of the planning to ensure all areas of learning are sufficiently covered.

Improvements since the last inspection

At the last care inspection the nursery was asked to make the following improvements: to give parents a written statement detailing the complaints procedure; obtain written permission to administer all medications; to provide water in the kindergarten. There is now a statement about the complaints procedure and a book made available for parents comments. Parents give written permission for staff to administer medications, however, this is a blanket consent and the procedure does not include consent or guidance to administer specific medications. Water is now available to children in the kindergarten.

At the last nursery education inspection the nursery was asked to consider developing assessment records to plan for future learning. Staff are progressing towards the regular completion of these documents, however, ineffectual organisation of time has led to inconsistencies in completion. Consequently, children's next steps in learning are not sufficiently addressed.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 satisfactory. 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):

- implement a rigorous system to monitor and ensure the quality of care and education provision for children, (also applies to nursery education)
- ensure that all medication administered to children is clearly recorded
- improve outcomes for children under three by using an approach in line with the Birth to three matters framework
- make sure that consistent hygiene procedures ensure the good health of children and prevent the spread of infection

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):

- ensure that assessments of children's progress are used to inform next steps in learning and children are involved in a balance of experiences to cover all areas of learning
- use parental information about children's achievements at home when planning for next steps in learning

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk