

Learning Tree Day Nursery

Inspection report for early years provision

Unique Reference Number	253038
Inspection date	10 July 2007
Inspector	Lynn Dent
Setting Address	10 Alfreton Road, Sutton-in-Ashfield, Nottinghamshire, NG17 1FW
Telephone number	01623 512324
E-mail	
Registered person	Jane Orme
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 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?

Learning Tree Day Nursery is one of eight nurseries in the Rocking Horse Nurseries Ltd. It opened in 1997 and operates from six rooms in a converted house. It is situated on a main road into Sutton In Ashfield in Nottinghamshire. A maximum of 70 children may attend the nursery at any one time. The nursery is open each weekday from 7.30 to 18.00 all year except for bank holidays. All children share access to two secure outdoor play area.

There are currently 79 children from 7 months to 8 years on roll. Of these, 28 children receive funding for nursery education. The nursery provides before and after school. Children come from a wide catchment area, as most of their parents travel to work in and around Sutton in Ashfield. The currently supports a number of children with learning difficulties and disabilities. The nursery employs 14 staff. Of these, 12 hold appropriate early years qualifications and two are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage' of learning are used well to ensure children's physical development is planned and promoted indoors and outdoors. During this time children acquire good coordination as they roll and throw balls, crawl through tunnels, ride bikes and walk along balancing beams. Children show a good awareness of space as they carefully move around their friends. Indoors children competently use a variety of tools to help promote their hand eye coordination. For example, they competently use paper clips, sellotape, hole punches, calculators, and writing tools. Older children can pour drinks and all children use bricks and junk to build and make models. Children's physical development is further enhanced because a Yoga teacher visits the nursery each week. Consequently, children enjoy these sessions as they learn about the different parts of their body and the importance of stretching and exercise to build their strength and keep them fit.

The dietary needs of children are effectively met as the practitioners are proactive in ensuring they receive appropriate food. For example, Soya products and a vegetarian option is available. Beef or beef products are not used in children's meals. Children enjoy their snacks which consist of fruit and other healthy foods. Their independence is effectively promoted as they choose when to eat their snack and which foods to eat. Children receive a good balanced diet of home cooked meals which contain all the essential food groups. For example, pizzas are made with wholemeal bread, cheese and vegetables. The menu is changed regularly and children are introduced to a new food item each month. Consequently, they develop new tastes and their preferences may change. Mealtimes provide an opportunity for children to socialise and develop good table manners. This arms children with essential skills for later life. Younger children receive their drink in an appropriate cup or bottle. Babies are fed and toddlers are encouraged to develop independent feeding. Children have space to rest during the day in accordance with the wishes of parents. As a result children's routines from home are maintained.

Children participate in routines to manage good hygiene. Older children know the reasons for this. Younger children are learning the importance of this because practitioners encourage them to use a flannel to wipe their hands and face. Children know that exercise is beneficial and understand the effects this has on their body. Older children understand the importance of healthy eating. However, on the day of inspection, routines and a food tasting activity are not sufficiently used to promote younger children's knowledge of a healthy diet. The practitioners maintain high levels of hygiene as they clean the premises, toys and equipment. The risk of cross infection is limited by implementing good procedures when changing nappies. This means they wear disposable gloves and aprons and clean the changing area thoroughly with anti-bacterial spray. Following accidents children receive the appropriate care and clear information is recorded and shared with parents. A clear policy and procedure for the care of children who are ill or infectious and when children have head lice ensures the risk to other children are minimised. Practitioners implement rigorous practices when administering medicine to children. Consequently, the risk of overdose is minimised and parents are kept fully informed of when it was administered.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's welfare is effectively protected because practitioners have a very clear knowledge and understanding of the indicators of potential abuse and neglect. They are aware to record this information and can explain the internal procedure for reporting this type of concern. However, practitioners are acutely aware of their responsibility and confident to report their concerns to the relevant body in line with the Local Safeguarding Children Board procedures. Children learn how to keep themselves safe as they practice the emergency evacuation procedure and follow the rules of the nursery. For example, they walk indoors. Younger children are encouraged to develop their independence and mobility as they receive good support from practitioners and play with suitable equipment. The environment is stimulating for children as their pictures and attempts at writing are displayed on the wall and used in displays. As a result the environment is meaningful and they can explain what the displays are about. Consequently, this supports their learning and development. Children can safely access an extensive range of good quality resources as these are stored at their height and comply with safety standards.

The practitioners implement very clear risk assessments of the premises and toys. Consequently, potential hazards are identified and the appropriate action is taken to ensure these are addressed. On the day of inspection, a toilet used by children became blocked. The situation was quickly assessed and the toilet made inaccessible to children. A local plumber was immediately contacted to rectify the problem the same day. Safety continues to be maintained outdoors as practitioners routinely check the play area and ensure that gates are locked before taking children out to play. Children are protected from strangers who pass by the nursery as a fence is installed within the outdoor play area. This ensures that children do not play near the boundary wall. Therefore, the environment is safe and children can move assertively around the premises. As a result they develop independence and confidence. Children are protected from unknown adults as access to the premises is secure and practitioners are vigilant in maintaining a record of visitors. Clear procedures for the safe conduct of outings are in place to ensure that children's safety continues to be maintained.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The care children receive is outstanding. The nursery radiates an extremely caring atmosphere. Practitioners have a strong commitment to providing excellent care for the children. As a result children are very settled, confident and happy at the nursery. This results in a palpable buzz of excitement from the children. They eagerly participate in exceptionally well planned activities and are self-motivated to initiate their own play and learning. A child is placing cubes on a card ladybird. He develops the activity independently by rolling up the card and making noises and calling his name through it. He then places the cubes on his fingers to make claws and roars as he becomes a lion. Children actively engage in an extensive range of activities for sustained periods of time because they receive very effective interaction from the practitioners. Children show they have very good imagination. They play with rice using their imagination to make rain as they sprinkle it. Practitioners are highly innovative and focussed on providing enjoyable experiences for all children. Consequently, they consistently use the 'Birth to three matters' framework to plan and provide an extensive range of developmentally appropriate activities and play. Children are confident to extend their play because practitioners encourage them to do so. For example, children are building with bricks. They discuss building homes for animals. The practitioners encourage the children to fetch some replica farm animals from another area of the room. This inspires the children to discuss the different types and sizes of homes the

children need to build for each animal. Children ask questions about their experiences, for example, they ask practitioners what is on a tray. Practitioners explain it is shaving foam and extend the children's play by talking to them about how it feels and what it smells of. Younger children are making strides in their development because they receive excellent support to reach and play with developmentally appropriate toys. For example, a child is sitting at an activity toy supported in a small baby seat. This enables him to press the buttons on the toys and make noises with it. Other children are lying in the floor or held by practitioners who provide them with a good range of experiences to explore their world by using their senses. They enjoy looking at their reflection in mirrors. Practitioners use bubble wrap to make noises. This gives children a different sensory experience as they place bricks on it and enjoy the sound it makes. Children are learning about the permanence of objects as their toys are hidden in the wrap and they find them. Children have extensive opportunities to participate in messy play, for example, walking in paint wearing Wellingtons, playing in jelly, shaving foam and cornflower. They enjoy playing with play dough. Toddlers roll and manipulate this with their hands and bang it with rolling pins. They can express what they are doing. For example, a child explains he is rolling the play dough and shows how he does this as he rolls it in his hands. Practitioners are skilled in understanding babies' early attempts at communication. They take very good account of children's routines from home. As a result children's emotional development and care needs are met. All children spend their time purposefully. Experiences for older children effectively consolidate and challenge their prior learning, encouraging them to develop independence and confidence. The nursery provides out of school care for older children. Practitioners are observed to promote children's independence and interact with them extremely well as their practice is exceptional. A range of activities and toys are available to ensure that their developmental needs are met.

Nursery Education

The quality of teaching and learning is good. As a result children in the Foundation Stage of learning are enjoying themselves and making good progress towards the early learning goals. Practitioners are trained and show expertise as they plan and implement the curriculum for the children. Consequently, children receive a rich and varied range of experiences across the six areas of learning. A range of teaching methods ensures learning opportunities are adapted to take full account of children's language and individual developmental stage. Therefore, children persist in what they are doing. The planning and focussed activities are regularly evaluated to ensure they are appropriate to the needs of the children currently learning. Children's learning is assessed when they enter the nursery and when children move rooms. Observations and discussions with parents and former practitioners identify children's current stage of development and learning. This is regularly monitored to ensure children are meeting their goals and next steps for learning are identified. Practitioners are enthusiastic and actively involved in the children's learning. Therefore, children remain engaged and stimulated to achieve to their full potential. Children's achievements are regularly shared with parents. Consequently, they are kept well informed and become actively involved in their children's learning.

Children show they have good personal, social and emotional development. They learn about emotions and how to control them through play with puppets and effective displays of posters in the environment. Children listen attentively to stories and actively participate in group discussions. They are confident speakers and use language effectively to organise their thoughts and explain what they are doing. As they play in the sand they state that it is a farm and discuss the animals that live there. Through negotiation and discussion with their friends they extend the play to include a green giant. They show they can follow instructions well as they do this throughout the day, particularly during a yoga session. All children share and negotiate during

activities, this shows a good understanding and respect of the needs of others. Children have a range of meaningful opportunities to develop their writing skills. Therefore, they use pencils with accuracy for early mark making. More able children are independently writing their name. Children use mathematical concepts, for example numbers in meaningful contexts. They use calculators and simple maths equations to solve problems for example, adding two numbers together. Children can count accurately. They show this as they count the number of animals in a book and spots on counting cards. More able children can correctly identify numbers. However, further opportunities will enable less able children to develop this skill. Children can sort items into pairs. They use a computer programme to do this. Children can distinguish between long and short in everyday events. They tell the practitioners they have long or short trousers on. Children have a good understanding of size as they explain they are building with the smallest bricks when playing with Lego.

Children have a good knowledge of the wider world in which they live because practitioners use circle time and routines to promote this. Consequently, children can name the day, date and month. They can recite the days of the week and the months in order, explaining what the previous and next days are. Practitioners help children to understand about the weather as they ask them what clothes they need to wear. Therefore, they are aware of the needs of their bodies. Children are creative. They use instruments to make their own music and enjoy singing familiar rhymes, matching actions to words. Children use a range of mediums to express their creativity such as, paints, junk modelling, role play and dressing up clothes. Therefore, they learn about texture and colour in their environment.

Helping children make a positive contribution

The provision is good.

The partnership with parents and carers is good. Good two-way communication is established. Discussions and diary sheets ensure that parents of younger children are kept informed of their routine and experiences. Consequently, this communication effectively contributes to the children's well being as individual needs are identified and met. Parents receive good information about the setting at induction. Detailed plans and information are displayed within the setting for their benefit. Consequently, they know what their children are currently developing and learning. Parents receive a regular newsletter which includes a rhyme and ideas for developing their children's learning and play at home. Practitioners place value on comments from parents about their child and actively encourage them to make comments in their developmental files at any time. All parents are actively involved and informed about their child's development and learning as they attend parents evenings to discuss this. Ongoing access to their child's records means that parents are fully informed of their child's progress. As a result children's records provide a full picture of their abilities and achievements.

Practitioners are consistent positive role models for good behaviour. They successfully implement developmentally appropriate behaviour management techniques. As a result all children learn to manage their emotions and behaviour. When children become upset, practitioners give them a second or two to calm down. When this does not happen they quickly use everyday events and children's interests to distract their attention. For example, a child cries when a practitioner leaves the room. Other adults quickly reassure him and offer cuddles as they encourage him to look out of the window at the cars passing by. Consequently, the child quickly settles and returns to playing happily. Practitioners use role play and stories to help children learn about the benefits of following the rules. As a result all children learn to respect others and follow instructions. Older children can explain the five finger promise which are: to be kind, talk quietly, walk indoors, share, and say please and thank you. Consequently, they learn to have fun as

they play harmoniously alongside and with their friends. Children feel valued and have good self-esteem because they receive praise and certificates.

Children's spiritual, moral, social and cultural development is fostered. They children clearly enjoy new and different activities. They show this as they eagerly taste foods and play with jelly in the water tray. The nursery warmly welcomes all children. They receive good care because the practitioners are skilled in adapting routines and activities to take full account of the children's individual needs. Consequently, they develop a good sense of security and feel special. Children are positively encouraged to learn about the wider world in which they live as a number of festivals are celebrated throughout the year. Older children are learning about the countries that produce different foods. Displays of information and posters positively promote the diversity of family life. An example of this is pictures that depict different types of families and different cultures. Children have the opportunity to learn French as an additional language. They understand how signs and symbols are used to communicate. These are displayed throughout the nursery to remind children how to use them. Children learn about the local community by going on visits. They develop an understanding of people who help them because the nursery organises visits from the local fire service and police force. Children with particular needs receive good care and support. Targets are set and regularly assessed according to the children's needs. The nursery works effectively with a range of outside agencies, for example speech therapists to enable children to develop their communication. Good account is taken of children who cannot sit and listen to a story or sing rhymes. Practitioners dedicate their time to encourage learning and development in other ways. For example, through role play.

Organisation

The organisation is good.

Children's welfare and safety is given high regard. The robust recruitment and vetting procedures ensure children are cared for by suitable practitioners. A comprehensive induction process arms practitioners with the information they need to successfully implement the nursery policies and procedures. Consequently, children receive good care. The nursery provides placements for students. This is managed well and enables students to observe good practice. Clear procedures mean that children are never left alone with students or other visitors. As a result their well-being and safety are protected. The management shows a commitment to ensuring practitioners undertake regular training to continue their professional development. Consequently, children are well cared for by qualified and experienced practitioners. The environment is organised well to provide space for all types of play, learning and relaxation. Therefore, children feel safe, secure and are happy to be there. They can independently make choices about the activities they wish to pursue, confidently moving around the nursery to do so. Their confidence is shown as they happily engage the practitioners and other adults in their play. The operational plan works very well in practice. As a result the comprehensive policies and procedures are successfully implemented and underpin the care of the children.

Practitioners are deployed effectively to ensure children receive consistent good care and support in their learning and play. Children benefit from small group and individual support from the practitioners because the number of adults required to care for the children is substantially exceeded. Practitioners work very closely as a team. They show commitment and dedication to enhancing children's care and development. As a result they plan and effectively implement the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage'. This enables children to receive an exciting range of play and experiences. The management has a clear plan of action to ensure that the nursery continues to be improved.

Documentation and records are detailed, kept secure and organised well. Therefore, information about the children is easily accessible.

Leadership and management is good. Consequently, children's developmental progress and learning is good. The management are actively involved in the care of the children. This is due to the hands-on management style employed in the nursery. As a result children know who the management are and enjoy time spent with them. Practitioners are very aware of what they expect children to learn from the activities provided. As a result children's individual achievements and next steps for learning are identified. The curriculum is effectively monitored and assessed. This means it is adapted when required, to ensure the learning intentions for all children are achieved. Practitioners are fully involved in planning activities and the day to day organisation of the nursery. As a result children make good progress towards achieving their full potential in an environment where every child matters. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the registered person agreed to develop the menus to include a greater supply and variety of vegetables in order to promote healthy eating. Ensure that all equipment is in good condition with regard to the toys in the playroom for the two to three age range. The registered person has taken the appropriate action to meet the recommendations. Menus have been changed and include all food groups. Equipment is observed to be in good condition and meet safety standards. Therefore, children's health is enhanced as they receive a balanced diet. Toys and resources are well-maintained and do not pose a hazard to children.

At the last nursery education inspection the registered person agreed to improve the organisation of the creative area to provide more opportunity for children to freely access activities. The registered person has taken the appropriate action to meet the recommendation. The creative area has been extended and resources are easily accessible to children. Therefore, they have more space and can independently access a range or resource to enable them to be creative.

Complaints since the last inspection

Since the last inspection 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):

- further develop children's understanding of a healthy diet during everyday routines and activities.

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):

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