



## Ronald Tree Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330684
<b>Inspection date</b>	06 October 2006
<b>Inspector</b>	Carol Mansell
<b>Setting Address</b>	Laburnum Crescent, Kettering, Northants, NN16 9PH
<b>Telephone number</b>	01536514240
<b>E-mail</b>	
<b>Registered person</b>	Ronald Tree Nursery School
<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?

Ronald Tree Nursery School originally opened in 1934 and registered with Ofsted in 2006. It is situated in a purpose built building in Kettering, Northamptonshire. A maximum of 35 children may attend the nursery school at any one time. The nursery school is open each weekday from 08.20 to 16.00 term time only. The setting has an outside area but due to construction work this is inaccessible to the children at present. Children have access to an outside area adjacent to the local community centre.

There are currently 61 children aged from three to under five years on roll. Of these, 61 children receive funding for early education. Children come from the local and wider catchment areas. The nursery school currently supports a number of children with learning difficulties and disabilities and also support a number of children who speak English as an additional language.

The nursery school employs ten members of staff. Of these, four hold appropriate early years qualifications and three are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are beginning to recognise the need to wash their hands before snack and lunch time. Staff provide photographic reminders, near the sinks, of the procedures to follow when using the toilet area. Staff offer gentle reminders of the need to flush the toilet and to ensure the children's hands are dried effectively in the cold weather. This helps children to learn simple health and hygiene procedures. Children have their health and dietary needs met as staff have a clear understanding. They support children appropriately and ensure anyone helping with snack or lunch time has a sound knowledge of food allergies or intolerances. Children with additional health needs are cared for appropriately as staff have details of each child, available in areas where they will be cared for, such as in the quiet room, where unwell children have space to rest and wait for their parents. This ensures children are cared for by knowledgeable staff and have their individual needs met. However, staff do not have written consent from parents to seek emergency advice or treatment. This compromises children's welfare.

Children participate in a rolling snack programme. They understand the need to place their name card in a second basket as this shows that they have had their snack. Children select a bowl or plate and a cup. They pour their own drinks, choosing between milk and orange juice. This helps them to make healthy choices and builds their independence skills. Children regularly have fresh fruit and vegetables. They have a varied diet throughout the week that includes baked beans and fromage frais. This helps the children to understand healthy eating. Some children stay for the lunch club, they benefit as staff provide parents with a suggestions list highlighting healthy options. Lunch time staff have a clear awareness of children's dietary needs and help the children to understand the importance of not sharing their food. Staff suggest to the children which items need to be eaten first, for example, cheese and sandwiches rather than cakes or crisps. Staff encourage children to drink throughout the lunchtime and support new children, offering lots of praise and encouragement. This builds children's confidence and self-esteem.

Children enjoy participating in physical activities both indoors and outside. They help staff to build obstacles to jump over and use these once they have been set out. Children have different levels of confidence and ability. They show a real sense of achievement when they manage to jump safely over the bar. This enhances their physical skills and confidence. Children have opportunities to use bikes, pushchairs and scooters. They organise themselves on the equipment and find ways of pulling the trailer along using the tandem tricycle. They recognise that this makes the bike heavier to move and decide which children have the ability to ride this vehicle. This helps the children to problem solve and build their gross motor skills. Staff provide a variety of activities and resources to help build children's fine motor skills. Children use the computers and smart screen with differing levels of ability. They have access to a wide range of mark making equipment. Children use a range of physical skills when they play in the water tray and sand area. They pour water through funnels and diligently attempt to refill the bottles by

catching the water as it flows out of the funnel. This increases their hand and eye co-ordination. Children scoop, dig and pour the sand which increases their physical development.

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

The provision is satisfactory.

Children are becoming happy and settled in the setting. They are learning the routine and recognise when snack is available. They know how many children are able to play in certain areas and when it is time for parents to arrive. This helps them to feel safe and secure. Children have limited choices as staff set out a selection of resources for each session. Staff place resources on the carpet area for the lunch club. This limits their ability to make independent choices. Children help to tidy away at the end of each session and recognise where the resources are stored as they are brightly coloured boxes which are clearly labelled. Staff praise the children which helps to build their self-esteem.

Children are safeguarded as staff have taken sensible precautions in and around the setting. Parents and visitors gain access to the setting by making their presence known to the staff. Strict procedures are followed when visitors are present, and staff check identification before allowing access to areas where children are at play. This ensures children's well-being is protected. Staff conduct a check on the building and surrounding areas before the children arrive. They log any concerns and make sure these have been attended to ensure children's safety in all areas. Staff use an area adjacent to the community centre for outside play as the setting is undergoing extensive re-building work at present. Staff have completed an adequate risk assessment and ensure no one else can access this area which helps to ensure the children are safe. As this is a new arrangement children are learning how to get to this using simple safety procedures such as, walking in twos and looking carefully before crossing the car park. This helps the children to avoid accidental injuries.

Children are protected from abuse as staff have a sound knowledge of child protection issues. They have the relevant documentation and show a clear understanding of the procedures to follow if they had any concerns. This ensures children are protected from harm or neglect.

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

The provision is good.

The quality of teaching and learning is good. Staff have a sound knowledge of the Foundation Stage. They are aware of the stepping stones and seek information from parents regarding what their children like to do at home. This helps staff understand children's starting points in their learning. Staff have daily planning sheets available which identifies the learning intentions of each activity. They record children's achievements and identify if additional support is required. This helps children to achieve and progress in their learning.

Children are settling well. They know the routine and self-register on arrival. Children recognise that some areas have restrictions on the number of children able to play in there, for example in the home corner. They organise themselves with correct coloured bands in accordance with the system used. Children enthusiastically use the smart screen and computers. They are learning

about taking turns and seek help from other children or staff if they have any difficulties. Children are relaxed and happy in their play. They share ideas with friends when playing in the sand and water, finding different ways in which to fill large containers with smaller ones. Children enjoy exploring the sand area. They take their shoes and socks off allowing them to feel the sand between their toes. Some children lay down in the sand making 'sand angels'. They understand that sand must not be thrown or it may 'get in someone's eye and then it would hurt'. Children are beginning to recognise shapes. When playing with the construction toys they seek out an adult to show them that they have made a triangle with the bricks. Staff acknowledge the shape and provide praise and encouragement which helps to build children's self-esteem and confidence. Children take the opportunity to count in many different ways in the setting. They count the number of children with bands on in the different areas and the different objects on the computer screen. Some children count the number of cups left in the tray or the number of cards left in the box, showing the number of children still to have their snack. Children choose which area they would like to play in and explore the resources set out by staff. As staff select the resources and activities children lack opportunities to enhance their independence skills and make independent choices.

Children access the book corner which has a wide range of books available. They sit quietly reading to themselves and listen to the music and songs that play throughout the session. Children have their photographs on their registration name card, coat peg, work folder and in the snack area. This helps them to recognise their own and other children's names and builds an understanding that print has meaning. Children use flour to make patterns and other marks. They experiment by using their fingers and lolly sticks. Children have access to easels for painting and chalking. They use a variety of different sized implements such as small pieces of chalk or large and medium paint brushes. This enables them to extend their fine motor skills and to explore mark making. When using the chalk boards children seek out staff to ask permission to wet the sponge as they feel this will clean their boards better. Staff discuss the request with the children which helps them to understand the importance of not dripping water on the floor. This helps children to understand about avoiding accidental injuries and allows them to use their initiative. Children support each other in the lunch club. Some children are still settling in and can become upset. Staff ensure new children sit near a friend who will help them to follow the lunchtime routine and encourage them to eat their lunch. This helps them to feel safe and secure in the setting.

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

The provision is good.

Children benefit as they have access to positive images of different cultures, gender roles and disabilities. These include numerous posters, books and puzzles. Some children have hearing difficulties and specialist staff attend the setting, providing additional support. They ensure children's equipment is working correctly and offer one-to-one support during the session. This helps children to participate fully in the life of the setting. Children use sign language as a means of communication and all staff are encouraged to attend training courses in signing. This enables everyone to communicate ensuring their needs are met. Children are cared for staff who are fully aware of their additional needs and they work with parents and outside agencies to provide continuity of care.

Children are learning to share and take turns. Some struggle with this and are generally supported well by the staff. Children receive lots of praise and encouragement when they have completed different tasks. Staff use signing to ensure all children recognise that their contributions are appreciated and that they are valued members of the group. This helps to build children's self-esteem and confidence. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents have an excellent understanding of how their children are progressing. They exchange information with staff at the beginning and end of each session. Parents whose children have additional needs receive a written record of what their children have been doing. Children benefit as staff provide regular consultation evenings with key workers. Staff offer parents workshops to help them gain a deeper understanding of the Foundation Stage. They explore the different activities, learning how this aids their children's development in each of the six areas of learning. This enables the parents to actively contribute to their children's learning at home. Staff provide stickers for the parents, giving them an opportunity to record their children's learning at home. This ensures children are able to progress to the next steps in their development and ensures parents are involved in their children's learning in a meaningful way. Children benefit as parents receive regular newsletters and are encouraged to help out in the setting, either helping with snack time or by using their individual skills with the children. This helps the children to feel safe and secure in the setting. Parents receive excellent quality information about the provision, particularly the education, policies and procedures. This ensures they understand about the running of the setting which helps new children when they are settling in.

## **Organisation**

The organisation is good.

Children are cared for by staff with a sound knowledge and understanding of how children learn and develop. Children benefit as they have time, space and opportunities to explore and experiment in the setting. This contributes to the children's enjoyment, achievement and ability to make a positive contribution to the setting. Children enjoy participating in a variety of adult planned activities. Staff recognise which children require additional support and deploy themselves accordingly. This enables all children to take an active part in the setting. Staff attend regular staff meetings and are encouraged to access additional training to keep them informed with any changes to practices and procedures and to enhance their skills, for example attending signing courses. Staff are organised with records, documentation, policies and procedures which are implemented and shared with parents. However, there have been significant changes to the operational plan which have not been notified to the regulator. Also, consents to take children away from the setting have not been obtained from all parents. This potentially compromises children's well-being.

Leadership and Management of the setting is good. The leadership and management of the nursery education contributes to children's progress as the manager monitors the provision to ensure her clear vision for the future development of the nursery school is moving forward. This effective management promotes positive outcomes for the children. Overall, children's needs are met.

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

Not applicable.

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

Since registration 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):

- obtain written parental permission to seek emergency medical advice or treatment
- ensure any significant changes to the operational plan are notified to the regulator, and ensure consent is obtained from all parents regarding outings

#### **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):

- provide opportunities for children to make independent choices regarding toys and resources

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](http://www.ofsted.gov.uk)