



The Trees Day Care Nursery (3)

Inspection report for early years provision

Unique Reference Number	131618
Inspection date	14 February 2007
Inspector	Clare Moore
Setting Address	50 Westwood Road, Southampton, Hampshire, SO17 1DP
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Registered person	White Horse Childcare Ltd
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 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?

The Trees Day Care Nursery (3) has been registered since 1994. The nursery is privately owned and forms part of a chain. It operates from 10 rooms in a house in the centre of the city of Southampton. The nursery serves families from a wide geographical area.

A maximum of 85 children may attend at any one time. There are currently 66 children on role, of these there are 17 who receive funding for nursery education. Children attend for a variety of sessions. The nursery welcomes children who have learning difficulties and disabilities and also supports 13 children for whom English is an additional language. The nursery is open from Monday to Friday from 08:00 until 18:00 all year round.

The nursery employs 20 staff who work with the children. There are 17 staff who have early years qualifications and two who are currently on training programmes.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive because they find out about healthy food and prevention of infection through daily routines. They are well nourished through provision of home cooked food prepared by the cook with fresh ingredients, a varied menu and choices of snacks. Government guidelines for healthy eating are observed. Children are provided with a choice of water or milk to drink and there is always water available if they are thirsty. Babies are well provided for as there is a separate milk kitchen where staff prepare bottle feeds for them.

Older children find out about the need to wash hands after they handle the pet rabbit and are knowledgeable about the reasons. Cross infection is prevented because staff put policy into practice and exclude children who may carry infections. High standards of hygiene are maintained, hand gel is available in each room, toys and equipment are kept clean and a clear procedure is followed when changing nappies.

Medication systems give good protection to children and most of the staff team hold a current first aid certificate. First aid kits are quickly available and are also carried on outings. Parental permissions to seek emergency medical advice or treatment have been obtained. This means children can be treated if necessary to limit the impact of injury.

Children enjoy fresh air and exercise which helps them to keep fit. They practise and refine skills as they use equipment in the garden such as bats and balls, hoops, a climbing frame and ride and steer tricycles. This is supplemented with a soft play area indoors and activities such as dancing and action rhymes which gives further opportunities for physical activity.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children find out about how to keep themselves safe as awareness is raised through discussion and themes. Older children understand that if they were to put a knife in their mouth they could cut themselves and that it is not safe to run indoors. Younger children and babies are safe because staff use reins and harnesses where necessary, for example in high chairs. The premises are checked daily for hazards and toys and equipment are checked in use. Children are carefully supervised at all times, checked and monitored during sleeps and there are daily safety checks made by staff.

Children know about fire safety as there are regular documented evacuation practices. Children's safety and comfort is maintained on outings because staff carry a mobile phone, emergency contacts, spare clothes, wipes and ensure a correct ratio of staff to suit the situation.

Children's welfare is safeguarded as staff are well trained and knowledgeable regarding child protection. In addition clear procedures are in place regarding visitors to the premises and allegations made against a member of staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending. They are confident and show they form fond relationships with the staff by responding to their warm greetings on arrival and snuggling in. Children develop well because the setting makes good use of the 'Birth to three matters' framework to plan, monitor and record progress. Younger babies and children take part in a broad variety of activities, for example they explore books, enjoy songs and rhymes, messy play, build with blocks and explore battery operated sound and light toys with excitement. They use posting boxes and are well supported to help them explore the shapes, colours and successfully push the shape through the hole. They build a tall tower and show pride when the member of staff comments, then exclaim with delight when it topples over. Children have frequent opportunities to explore their senses. They touch and feel a wide variety of different textures and materials and taste and smell different foods and ingredients.

All children start to become independent early on as this is promoted very well. Children can access many of their own toys and equipment for themselves as they are stored within easy reach and labelled. Children are encouraged to put coats and boots on as soon as they are able. They serve themselves at meal and snack times, pour their own drinks and wipe down the tables afterwards.

The quality of the teaching and learning is good.

Three and four-year-old children access a good range of resources which supports their learning across the six areas of the Foundation Stage. Children are enthusiastic as they put together a train track and take part in role play. They are curious to see what happens when they put powder paint in the puddle outside and stir it with the broom until it changes the colour of the water. They demonstrate their sense of wonder when they jump in a puddle, make a huge splash and repeat the process taking turns amid much laughter and delight.

Children develop language skills as staff encourage them to talk and listen. At snack time staff ask them about what they have been doing outside and about the weekend. They enjoy using a feely bag, drawing out an object, for example an animal, making the sound of the animal then coming up with ideas linked to it about what song to sing, then a doll dressed as a cook which they use to initiate a rhyme. Children enjoy books and stories. They learn to recognise their names from the name cards they use at the tables and on the pockets that hold their personal belongings. They link sounds to words in a variety of games. They are using pens and paints well to help to develop writing skills. Many of them are able to write their names, sometimes by joining up dots so that they can label their work.

Children find out about numerals through counting items on picture cards and matching them up to the numbers. They enjoy number rhymes exploring subtraction when counting up how many are left when a current bun is taken away. They explore shape at snack time when they spontaneously notice they have different shapes and make comparisons naming the shapes supported and encouraged by staff. They also explore shape through a variety of constructions using two and three dimensional geometric pieces. They consider weight and measure when they cook and prepare food making salads, biscuits and pancakes.

Children are becoming familiar with technology as they operate the camera taking pictures of their activities, use battery operated remote control toys and work on the computer using specially designed programmes. They explore the natural world when outside splashing in the water, finding mini-beasts and examining them with magnifying glasses. During a visit from the 'Zoo Lab' they were able to see small animals such as centipedes, scorpions and spiders. They find out about caring for animals when they feed the nursery fish and help to clean out and feed the pet rabbit. In the recent past they also looked after and observed stick insects. They consider other cultures when they celebrate festivals such as Diwali and Hanukah, and through a variety of resources. They explore other languages learning words and sharing rhymes to value and share the rich variety of languages used by children attending the nursery. They use a globe to support discussion about the world and different experiences, for example, a family who travelled to Australia.

Children use their imagination to express themselves during role play when they become absorbed on preparing for and going out on an imaginary picnic. They enjoy dressing up and acting out characters. They have regular opportunities to listen to and create music using a well equipped music box of percussion instruments which develops listening skills and their sense of rhythm.

Children are creative with recycled materials using these to make models and pictures of their choice. They have a wide variety to choose from including cardboard cartons, tubes, different papers, ribbon, feathers and sequins. Much of their work is displayed around the setting which contributes to their sense of achievements and to their self esteem.

Children practise and refine small muscle control in practical activities using tools such as knives to spread butter on their crackers, a hole-punch, pencil sharpeners and a dustpan and brush to help sweep up. They also use threading cards, beads and rods to further refine their skills.

Staff make notes of observations and the key workers use the information to update the record of achievement which goes to the school with the child. Staff work together to draw up the plans and use what they know about individual children to ensure children are challenged and helped as they move on to the next steps of learning. Activities are evaluated and changes noted for the next time. Staff know children well and use this information to facilitate learning opportunities for all. They support children and find out what they know by asking questions. They also offer frequent praise and encouragement for children's achievements.

Helping children make a positive contribution

The provision is good.

Children are well-behaved and work together harmoniously. For example two children share the computer, others take on roles in the home corner and they help each other to put their coats on to go outside. They soon adopt social conventions of being polite to each other and to adults because staff set a good example to them at all times and offer reminders when appropriate. Children take responsibility by helping to put away and sweep up at tidy up times and they help themselves to tissues to wipe noses then dispose of them in the bin.

Spiritual, moral, social and cultural development is fostered. Children are helped to develop a positive attitude to difference through a wide variety of activities and resources. For example in a recent activity they considered different sorts of families and the homes that they and other people live in. Children drew pictures of their choice illustrating their home, bedroom or their pet or family. This resulted in a wall display of which they are very proud.

Children who have developmental delays or difficulties are identified early and staff work together with parents and professionals to ensure all children are effectively supported.

Children are happy and settled as high priority is given to new children starting with free visits to help children adjust. Children's existing sleep patterns and routines are respected and children with siblings in different rooms are given opportunities to spend time together. The nursery liaises with the feeder school where possible to facilitate a smooth transfer so that children can meet their new class teacher and also visit the school if they will be using local facilities.

The partnership with parents is good. The setting has wall displays with staff photos, staff training certificates and an easily accessed display book of policies and procedures. A newsletter goes out to parents regularly with information about themes and activities, outings and current news. Parent hours are arranged and parents are invited in if they wish to attend to share information and the records of achievement. If parents have difficulty with the times offered the nursery is very flexible. Parents receive detailed information about the themes but are not routinely offered ideas or suggestions to involve them in their children's learning at home. Further notice boards give information about the Foundation Stage of learning and the 'Birth to three matters' framework. Parents normally receive daily verbal feedback on the events of the day when they collect their children and a written feedback sheet is handed out if this is requested. Staff build strong and trusting relationships with parents through being open, approachable, available and supportive.

There is a clear complaints procedure displayed which helps to ensure parents know what to do if they have concerns. Parents are well informed about child protection as a leaflet has been designed for their attention and signature.

Organisation

The organisation is good.

Children are cared for in a welcoming and spacious environment. Rooms are organised well to provide two rooms for each group, separate sleep room for babies and an outdoor area which can be used for free flow play by the pre-school. Displays and friezes throughout the nursery contribute to making it inclusive and inviting. Children are freely able to access their toys and resources. The provider ensures that children's care and education is supported well by a stable team of qualified and experienced staff.

Documentation is well ordered and easily accessible when required. Confidentiality is respected. Policies are regularly updated. Staff are checked in all aspects as suitable to work with children and a verbal enquiry is made regarding health, however they are not currently required to complete a signed health declaration.

The leadership and management are good.

Staff work well together as a team sharing information about children, knowledge and expertise. They are highly motivated and enthusiastic about their work. They have regular in-house training and are encouraged to attend training courses. They monitor and evaluate care and education and welcome advice and support from local authority representatives. Staff demonstrate a clear understanding of the Curriculum guidance for the Foundation Stage. The setting is well equipped, has a broad range of resources and activities are planned well. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the last inspection the setting was asked to develop recording regarding the register and babies sleeps. It was also asked to develop staff understanding of behaviour management strategies and to reflect current procedures regarding child protection.

All the issues raised have been addressed. Babies are constantly sound monitored while sleeping and are visually checked every 15 minutes with a written record kept. Registers clearly show when children are present. Staff have reviewed behaviour management strategies and work together to achieve consistency. This helps to ensure children are well cared for.

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.

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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 the procedure to ensure new recruits are suitable by including more rigorous checks

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):

- continue to try to encourage parents to become more involved in their children's 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