



Tall Trees Kindergarten

Inspection report for early years provision

Unique Reference Number	EY340931
Inspection date	14 February 2007
Inspector	Paul Martin Kitchen
Setting Address	Oldford House, Lullington Lane, Oldford, FROME, Somerset, BA11 2NF
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Registered person	Tall Trees Kindergarten Ltd
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?

Tall Trees Kindergarten opened in 2006. It operates from premises in Oldford, Frome, Somerset. The lower two floors are used for the nursery and the nursery owner lives with her family on the third floor. A maximum of 39 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 55 children from three months to under eight years on roll. Of these, 10 receive funding for early education. Children come from a wide catchment area including the nearby town of Frome. The nursery supports children with learning disability/ difficulties and children who speak English as an additional language.

The nursery employs eight members of staff. Of these, five 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.

Children begin to develop a good understanding of healthy practices. This includes the importance of personal hygiene such as washing their hands before eating and after using the toilet. Children are looked after if they become ill and are protected through staff's sound knowledge of first aid and the procedures to follow in the event of an accident. Staff follow detailed hygiene procedures such as effective systems to ensure food is stored and prepared safely. In addition they clean food preparation surfaces prior to use. Written parental consents are obtained before medication is administered and accidents are recorded correctly.

Children's dietary needs are met as they are offered a healthy snack at each session. They enjoy fruit and yogurt and milk or water to drink. At lunch time children benefit from a home-cooked meal such as chicken curry and rice, with fruit and yogurt to follow. In the pre-school room children do not have independent access to fresh drinking water, which therefore will have an adverse effect on their health.

The session is organised each day to ensure there is a regular opportunity for children's physical development. Children have a good awareness of space. They move around confidently, with control and in a variety of ways, including running, jumping and balancing. They competently use a wide range of small and large equipment, such as scissors, bikes and ride-on cars.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a clean, well maintained environment which is organised sufficiently to enable them to move around freely. There is currently only one toilet and sink for the children on the ground floor, although additional toilets are being built. This limits children's development in independent personal hygiene. Children access toys and resources independently, from boxes at child height. Outside children benefit from a suitable range of play equipment including play house, bikes, ride-on cars and balls for throwing and kicking. All toys and play equipment are well maintained. There is a range of safety measures designed to keep children free from hazards including electrical socket covers and stair gates. However, in the pre-school room an electric heater is too hot to touch which is a hazard to children. Main doors are alarmed and only authorised persons may enter the premises. Outside, the play area and facilities are secure with fences and bolts on the gates. Children using the climbing frame are not always monitored sufficiently by staff which therefore puts them at risk of injury. Children have a satisfactory understanding of safety in the setting, which is developed through staff explanations, such as picking up toys from the floor to prevent slipping. Children are well protected from possible abuse and neglect. Staff have a good understanding of the procedure to follow if they have any concerns and are familiar with signs and indicators of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children's independence is well promoted through a variety of opportunities. Older children put coats and boots on before going into the garden for outside play. Children move around freely accessing toys and play equipment, choose stories after snack time and learn to be independent with their own hygiene. Children are fully involved in a wide range of enjoyable activities. These develop their language, mathematical thinking, imagination and creative development, such as sand, construction, role play, arts and crafts. Babies who are mobile access toys placed at their level. Staff are closely at hand, sitting on the floor, where they support and encourage. Other young children have the opportunity to choose from a selection of building bricks, wooden toys, books and trains. Children discover a range of tactile experiences as they are introduced to gluing and sticking or patting and stroking the mud in the garden. Arts and crafts are popular, specifically the making of collages, cards and pictures to take home. All the children enjoy music, singing and dancing. Children benefit from individual care and attention in the setting. Groups are small enough so that staff listen to children and value their contribution, thus increasing their confidence to learn new skills. Children are happy, relaxed and comfortable and have a sense of belonging in the setting.

Nursery Education.

The quality of the teaching and learning is good. Staff are clear about the Foundation Stage and competently put this into practice. They provide a wide range of activities and experiences to cover all areas of children's learning. Children make good progress through the stepping stones, towards the early learning goals. Planning is flexible, clear and covers all areas of children's learning in the curriculum. Detailed planning for focussed activities ensures clear learning intentions are identified for children. Observation and assessment are used by staff as a means to identify children's progress and achievements, although base-line assessments conducted with parents on entry are not made. Assessment records for each child clearly show children's approach to learning and their achievements, including the next steps in their learning.

Children are keen to share experiences with staff and other children. They communicate clearly, talking activities through and reflecting on what they have achieved. They enjoy books, assessing them independently and listening attentively to stories in small groups. Children confidently comment about their lunch discussing what they are eating. Older children count competently and reliably to five and beyond. They begin to use number names accurately in their play and develop calculation skills through shaped puzzles. Children develop an understanding of their senses, experimenting with different types of smells. They plant bulbs in pots and observe their growth. Children show interest in the lives of people familiar to them and develop a good understanding of the natural world through topics and focussed activities. Children develop their creative skills through cutting, sticking and making cards. They shape play dough, developing skills in rolling and pressing. Children experiment with role play in the play house and home corner, replicating events at home.

Helping children make a positive contribution

The provision is good.

Children are highly valued as individuals as they are listened to with care. There are effective arrangements in place to care for children with a learning disability/difficulties and all children's individual needs are well met. Children develop a positive attitude to others and a good understanding about the wider world and community. Through available resources children have a positive image of culture, ethnicity, gender and disability.

Children behave well. They receive a great deal of praise and encouragement and learn to share, take turns and begin to accept the needs of others. Children are learning to understand right and wrong, through consistent boundaries and age-appropriate methods used by staff to manage behaviour, including explanation and diversion.

Partnership with parents is good. Children benefit from effective information-sharing with parents through daily chats, newsletters and notice boards. Parents have easily available access to staff to discuss children's individual progress and achievements. This helps them to be involved in their child's learning.

Spiritual, moral, social and cultural development is fostered. Children play harmoniously alongside each other in the home corner, where they role play. They experience the social event of lunch with good conversation and food. Children are kind to each other, are supportive and well-mannered. Staff encourage children to take a pride in their work and as a result they are more confident. Children willingly tidy away after play and are well self-controlled.

Organisation

The organisation is good.

The staff group are qualified and experienced in child care, enabling them to provide consistent care as required. Children are cared for in a well-organised environment. Staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children's welfare is paramount and staff have put into place effective procedures to protect children from adults who are not vetted. Children benefit from well deployed staff, who consistently interact with them and give effective support and encouragement. This helps them feel secure and confident. Sufficient staff are qualified in first aid so they can attend to children appropriately in the event of an accident. All records and documentation are correct, stored confidentially and available for inspection. Records are shared with parents at appropriate times to keep them well-informed about their child's progress.

Leadership and management are good. Staff are familiar with the Foundation Stage and are involved with planning the curriculum, to help children develop in all areas. Strengths and weaknesses are identified by staff, which are shared throughout the working day and at staff meetings. Assessment helps to identify significant steps in achievement and helps staff to match expectations to what a child is able to realistically achieve. The provider and staff are committed to developing ongoing improvement for the care and education of all the children. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints 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.

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.

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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):

- ensure children have access to fresh drinking water
- ensure children are monitored sufficiently on the outdoor play equipment and electrical appliances do not pose a hazard

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 base-line assessments with parents prior to admission to the pre-school.

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