

High Trees Nursery

Inspection report for early years provision

Unique Reference Number	EY216701
Inspection date	23 May 2007
Inspector	Lindsay Helen Dobson
Setting Address	Cinder Lane, Clifford, West Yorkshire, LS23 6HH
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Registered person	Edward Andrew Moore
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?

High Trees Nursery was previously run as an independent preparatory school under Ofsted's education division and opened in the 1930's. High Trees Nursery registered with Ofsted as a Full Day Care private nursery in 2002. It operates from four rooms on the ground floor of a large family residence. There is a large indoor play area and easy access to four outdoor areas. The nursery is situated in a rural setting between the villages of Boston Spa and Clifford on the outskirts of Leeds. The nursery serves families from the commuter belt of surrounding areas.

There are currently 98 children on roll, from six months to five years. This includes 28 children who receive funding for nursery education. Children attend for a variety of sessions. The nursery supports children who have learning difficulties and disabilities and children attend who speak English as an additional language.

The group opens five days a week all year round from 08:00 until 18:00.

There are currently 22 staff who work with the children on a full and part time basis and 17 have early years qualifications. The setting receives support from the local authority and from a teacher advisor.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for very well in a clean, tidy environment. They stay healthy and thrive because all staff follow well written policies and procedures which reflect current environmental health and hygiene guidelines. Staff wear gloves and aprons when dealing with bodily fluids and use anti-bacterial spray on tables and changing mats to help reduce the risk of infection. Children are encouraged to learn about personal hygiene through the daily routines. For example, children wash their hands before mealtimes and after toileting. Children receive good care when they have an accident or become ill. All staff have received appropriate first aid training and children who are required to complete a course of medication are appropriately cared for. Permission is sought in writing for all instances when administering medication.

All children benefit from a varied range of healthy, nutritious meals and snacks, which ensures they are well nourished. There is a well-written rotated menu displayed for parents which shows children enjoy a good variety of meals such as lasagne, chicken, and bakes; these are all served with fresh vegetables and followed by a hot or cold dessert. Children also enjoy fruit at snack time, such as bananas or dried fruit, and can choose from a variety of drinks such as water and milk. Older children can also help themselves to a drink of water throughout the day from a water fountain. The dietary needs of children are discussed with parents and recorded well, ensuring that children have their needs met appropriately.

All children are learning about the importance of a healthy lifestyle. They benefit from well planned physical play experiences, both indoors and outdoors every day. Children thoroughly enjoy playing in a stimulating outdoor play area which is divided into different areas. They grow herbs from seeds and access resources such books and writing materials. This extends play and learning from indoors to the outside. Children have excellent opportunities to develop their physical skills by climbing on large apparatus, balancing on beams and riding on wheeled toys. Older children engage in a weekly physical education session. Indoors children have access to a large play room which offers opportunities for children to play in the ball pool, build with large construction bricks and practice their ball and hoop skills. All children are able to rest and be active according to their needs. For example, there are cots available for babies to sleep, toddlers access sleep mats with individual bedding and older children can select quieter activities such as reading books in the book corner.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for well in a welcoming and safe indoor and outdoor environment that helps them feel secure and comfortable. Children move around with ease from one area to another which helps them to settle quickly and feel confident. Clear and concise risk assessments of the premises and equipment are carried out and recorded regularly by staff. This protects children from the risk of accidental injury. However, the daily check of the outdoor area is not always effective as nettles and thistles pose a hazard to children. Effective policies and

procedures are in place to ensure children are kept safe. For instance, all children are well supervised at all times and visitors are met by senior staff and asked to sign the visitors book.

Children use good quality, suitable and safe furniture, equipment and play resources, appropriate to meet their different needs. Resources are easily accessed by children, for instance books are displayed on a low-level book shelves, therefore developing their independence. Children are learning how to keep themselves safe. They practise the emergency evacuation procedure every term and discuss the need to walk inside the nursery.

Children are well protected from harm because staff have a good understanding of their roles and responsibilities to safeguard children. Staff are aware of what action they are required to take if they have a child protection concern about any of the children. Policies and procedures are regularly updated and are shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children flourish and thoroughly enjoy their time at nursery. They eagerly arrive in the morning and go excitedly to their room to greet staff and their friends. Staff ensure they receive good levels of care and attention.

Staff have a clear and solid knowledge of the 'Birth to three' matters framework. They plan a stimulating range of activities and play experiences for both babies and toddlers. Children's assessment is thorough and regular observations ensure children's progress is monitored to a good standard.

There are good opportunities for children to be involved in creative and sensory play, for example, wet sand, painting and treasure baskets. Babies and toddlers are encouraged to be independent, for instance, choosing toys from the varied selection available. They are inquisitive when they press the buttons on the activity centres and musical toys and climb and roll on the soft play equipment. Staff encourage communication at every opportunity; talking to the children in an affectionate manner, asking them questions and listening to their response. This contributes to children's positive well-being.

Nursery Education

The quality of the teaching and learning is good. Staff work together to make plans and these are clearly linked to the areas of learning in the Foundation Stage. They make observations of the children and all the children have individual targets based on what they already know and can do. Each child has an individual profile where their progress is documented and this is supported with examples of work and photographs.

Staff have a good understanding of the way children learn and of the Foundation Stage Curriculum. Staff ensure older children are sufficiently challenged by adapting activities. For example they encourage older children to write their names on work, to do more difficult work sheets and to be more independent when getting their coats or attending to their personal needs. However, children's independence is not fully challenged or promoted at snack and meal times.

Staff are skilled at bringing out the natural learning opportunities in an activity. They quickly see where a child is particularly absorbed and follow that child's own curiosity to extend learning effectively. Staff ask open questions that help children to think, reason and devise their own

solutions to what they are trying to achieve. Children's development is therefore maximised and they learn and play in a very natural and unforced atmosphere. The play room is a productive environment where children feel valued and positive about their own skills and abilities. Learning is fun.

Children develop language skills as they take part in conversations with staff. They learn new vocabulary through topics, for example 'oesophagus', 'stomach' and 'intestines'. They take part in group discussions recalling these new words as they have their snack. Children recognise their names as staff have made up name cards that the children can access at different times during the day. They also have frequent opportunities to develop pencil skills during mark making activities and are starting to link sounds to letters. For example, they recognise whose name begins with a specific sound and when they consider the sound of the first letter of the day and month they make links to other words that start with this sound.

Numbers are displayed providing good opportunities for children to become familiar with their shape and begin to understand their meaning. Children explore counting backwards as they sing number rhymes. They count up to the date of the month each day proudly showing their skill. More able children show their enthusiasm by counting well beyond the date. Children further explore maths in practical activities, weighing the ingredients for the baking activities and weighing the letters in the role play post office. Children are investigating and exploring their environment. They are developing a good understanding of the world in which they live. Children use a range of equipment confidently and ask questions about why things happen and how things work, for example, how the scales weigh the letters.

Children concentrate well, showing good perseverance with activities. Pre-reading and writing skills are developing well as they have plenty of opportunities to practise. For example, children select books for pleasure. They read to their friends and run their finger over the print, thereby demonstrating that they understand that print carries meaning. Older children are given a reading book, which they share with their key worker and take home to read with their parents.

Opportunities for children to develop their physical skills are excellent. Children have access to daily outdoor and indoor physical play. They are developing their ability to climb, run, jump and balance through well designed and thought out play areas. Children are able to negotiate and cooperate as they take part in the weekly physical education session and play games such as 'cats and mice'. A good use of number is incorporated into these physical play sessions as children are required to sort themselves into groups and stand in the correct coloured hoop. They respond to and follow instructions well such as, 'warm up time', jump high, bend low, shake your body and tiddle over.

Helping children make a positive contribution

The provision is good.

Effective relationships with parents ensure the staff know the children well. Children receive appropriate care consistent with home. Parents are asked to share information about children's care and development needs, preferences and cultural and religious needs. Good procedures ensure both parties are well informed. For example, parents receive daily written information about nappy changes and about routines such as sleep, meals and activities that their children have participated in. They also receive an informative prospectus which includes information about all policies in place. There is a clear complaints procedure and the Ofsted poster inviting comments from parents is displayed. A key worker photograph board helps parents and children to identify their key worker.

Clear, concise policies work effectively in practice to promote equality for all children. They enjoy positive relationships with the staff and with each other and feel a sense of belonging. This develops good self-esteem and helps children feel confident. All children are warmly welcomed in the setting and are fully included. They are valued and respected as individuals and have their individual needs met appropriately. There are good procedures in place, reflective of the Special Educational Needs Code of Practice, to ensure children with learning difficulties and with disabilities are supported well. Staff work closely with parents and other professionals to ensure children's needs are understood and met.

Children are being made aware of the wider society. Staff ensure that the resources positively represent the children who attend as well as the wider world. Children are made aware of celebrations and festivals. They are involved in food-tasting activities from different countries and have opportunities to play with a selection of resources which reflect positive images of diversity, for example, books and puzzles.

Children's confidence and self-esteem is being developed well by staff with the use of praise and encouragement throughout the day. This is further promoted by children's work being valued. For instance, lots of individual pictures are displayed around the setting. Children are learning to understand responsible behaviour. They take turns, share play resources and show respect for others. This helps to ensure children's spiritual, moral, social and cultural development is fostered. The behaviour policy is well written, understood by staff and effective in practice. Therefore, children's behaviour is managed well, promoting their welfare and development. Older children benefit from discussing the rules of the setting at circle-time as they talk about the day's activities.

The partnership with parents is outstanding. Staff work extremely closely with parents and relationships are open, trusting, friendly and professional. This ensures children are secure and settled. Parents are exceptionally well informed about the setting and the Foundation Stage through the prospectus, notice board, newsletters, daily and weekly diaries. Parents are constantly consulted about their views and are invited in during the year to discuss their children's welfare and development. Parents are given very good opportunities to contribute to their children's profiles, which include observations of achievements and photographic evidence and are given good ideas to help their children to make further progress at home. Older children also have a work file, which is used in the setting and at home and this includes a reading book and work sheets. Parents are highly involved through a staff and management team who respect and welcome their knowledge and input and parents are very supportive in fund raising, practical help and promoting their children's development.

Organisation

The organisation is good.

The rigorous recruitment system includes the taking up of references to ensure that the staff who work with the children are suitable to do so. Staff are very well motivated and supported. Induction procedures are established and staff have time set aside through the year to attend training. They share knowledge with each other, cascading training to their colleagues. They have an appraisal system which explores their development, achievements, training needs and involves them in the process. Staffing levels are good and all the staff hold early years qualifications.

There are very good contingencies in place so that when staff are absent at short notice that correct staff ratios are maintained. All the documentation that underpins the setting is very

well organised and all elements are covered. Attendance registers for children and staff, accident, incident and administration of medicines are in each room and record all the necessary information.

The leadership and management is good. Staff are motivated and have developed a supportive team approach, aiming for good quality education for all children. There is clear leadership within the setting. The manager and deputy offer appropriate guidance and are committed to improving nursery education. The monitoring and evaluation of the nursery education provision and quality of teaching is good. There are systems in place for the manager and deputy to observe and improve practice and monitor children's learning. This positively supports children's learning and progress.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last nursery education inspection the setting was required to extend opportunities for children to attempt writing for a variety of purposes; to provide information for parents regarding the Foundation Stage; and to extend opportunities for children to be involved in more spontaneous activities.

The setting has now developed the mark-making opportunities for children for example, in the role play area and children are encouraged to sign themselves in and out of the nursery. A detailed Foundation Stage file is available to parents on the notice board and information is also available in the parent pack and in regular newsletters. The setting has also extended the opportunities for children to participate in spontaneous activities by providing resources at child height in clear storage boxes and encouraging staff to take the lead from the children and follow their interests in play. These developments ensure parents are more informed and enhance the education provision for the children.

At the last care inspection the setting was required to ensure the outdoor areas were made safe; to obtain written permission before administering medication; to provide suitable sleep equipment for children over 2 years; to maintain a record of information for parents regarding babies daily routines; and to ensure all documentation is held confidentially.

The setting has made big improvements following the inspection. All the outdoor areas are now double fenced and fully enclosed; new forms have been implemented which request permission to administer medication; all children are provided with individual sleep mats and bedding; staff complete a daily record for all children which includes food intake, activities, nappy changes and sleeps, if applicable and, finally, all documentation is maintained in a confidential manner in locked storage boxes. These improvements ensure parents are well informed about the setting, the children are well cared for and kept safe and free from harm.

Complaints since the last inspection

Since 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):

- ensure the daily risk assessment is more effectively implemented with regard to the outdoor play area.

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 develop their independence and self help skills at snack and meal times.

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