



Green Tree Nursery

Inspection report for early years provision

Unique Reference Number	EY104124
Inspection date	16 June 2005
Inspector	Kathleen Snowdon
Setting Address	Fergusons Lane, Newcastle, NE15 6NX
Telephone number	0191 2280000
E-mail	
Registered person	Green Tree Nursery
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?

Green Tree Nursery is situated in Benwell, a residential area in Newcastle upon Tyne. It is close to all other amenities including schools, nurseries and shops. Registered in 2001, the nursery provides full day care for a maximum of 50 children aged from birth to under five years. There are currently 46 children on roll. Of these, 22 receive funding for nursery education. The setting supports children with English as an additional language. Children under three years, are looked after using the "

Birth to three matters " framework.

Children from birth to one year, one to two years old, two to three years old and three to under five years old are grouped in four main playrooms, according to their age. In addition to the playrooms, there are separate dining, office, laundry and kitchen areas. There is a fully enclosed outdoor area.

The children who attend come from the immediate and surrounding communities. Opening hours are 07.30 until 18.00, five days a week, 51 weeks a year. There are 12 staff who work directly with the children, all of whom hold relevant qualifications. The nursery is a member of the National Day Nursery Association. It receives support from local Early Years advisors.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children move freely and confidently around the well organised nursery rooms. The youngest ones crawl and roll towards judiciously placed items, such as activity centres, to help them to gain increasing control of their bodies, and to develop a sense of their own capabilities. They are encouraged by highly supportive staff to try out new experiences, standing and walking, for instance. This helps the children to make progress in their physical development and boosts their confidence when practising new skills. Older children dance spontaneously to favourite songs or melodies. This teaches them that feelings can be expressed through movement and helps them to understand that exercise can be fun. The children approach familiar adults confidently and spontaneously in the certainty that they will be acknowledged. This helps the children to feel secure and valued and encourages the growth of self-esteem.

The children sit with staff when they eat appetising and nutritious snacks and meals, which are prepared for them on site. This encourages the development of good social skills and promotes the children's independence, when they make determined attempts to eat and drink by themselves, for example. Sensible practices, such as cleaning tables and high-chair trays with anti-bacterial spray, contributes to the good standard of hygiene in the nursery environment. As well as this, there are effective exclusion arrangements in place to deal with children who are ill. This helps to ensure that the children are protected from infection and common illnesses.

The children handle a range of bright and stimulating equipment such as threading toys and building blocks. Using items like these provides the children with opportunities to develop their fine motor skills and improve their hand/eye co-ordination. Outings in and around the local community encourage the children to appreciate being outdoors and provide them with fresh air and exercise. The children sleep and rest when they need to, checked frequently by careful staff, to ensure that the children feel relaxed and contented during the time they spend in the nursery. As a matter of routine, they carry out healthy practices such as brushing their teeth after

meals. This instils in the children the importance of good oral hygiene and helps them to understand that they have a role to play in keeping healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are well protected through the staff's conscientious approach to health and safety matters. They set sensible "rules" which the children are expected to adhere to, such as not running inside the nursery. As a result, the children move safely throughout the setting, and realise that sensible behaviour helps them to stay safe. The children are encouraged to pick up dropped items, such as pens or pencils. Staff supplement this with simple explanations which help the children to understand that their actions can have an impact on the environment and can reduce the risk of accidents.

A door in the pre-school bathroom is not locked and compromises the children's security. However the children's access to other potentially hazardous areas, such as the staircase to the first floor, is restricted by the effective use of safety gates. This helps to ensure that the children remain in designated rooms where they can be seen and heard by staff. The children play in well defined play areas where they handle a stimulating range of age appropriate toys, which are kept in good condition through regular cleaning and safety checks. This ensures that the children are not put at risk from playing with items which are damaged or unsuitable for their development stage.

Frequent participation in fire drills, with follow-up explanations from staff, help the children to learn how to stay safe even in emergencies and teaches them the importance of listening to instructions to achieve a common goal. The children sit in sturdy, well maintained prams and high-chairs, and on chairs that are proportionate to the tables at which they sit. This ensures that they remain secure during rest, meal and play times. Staff show a good awareness of child-protection issues, consolidated by their attendance at relevant training courses. This helps to further protect the children's continuing safety and wellbeing during their time at the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

The children are enthusiastic role players. They put on dressing-up clothes, hats and a wide range of other garments readily available to them, to help them to immerse themselves in their chosen role. They practise using their voices in different ways, altering the pitch for example, and move in ways that they normally would not, to try to feel what it is like to be someone else. This encourages the children to use their imagination, helps them to express their emotions and gives them a chance to have fun.

The children have easy access to items which help them to make good progress in their intellectual development; for example they handle and look at books and turn

pages correctly most of the time. This encourages the children to enjoy literature and helps them to understand that text and illustrations carry meaning. Children make repeated attempts to reproduce sounds and words that staff say to them. This helps the children to learn to talk and introduces new vocabulary to children who speak English as an additional language.

The well organised nursery environment provides the children with many good opportunities to move in and around objects such as tables, chairs and sand and water trays. They move safely and easily from one play area to another to encourage and consolidate the development of new or recently acquired skills, such as standing or walking. The children carry out a range of simple tasks independently and with growing competence, during mealtimes for instance, when they try to feed themselves. This promotes independence and gives the children the chance to grapple with spoons and other items of cutlery.

The children show strong levels of interest in their surroundings and in other people, such as visitors. Their curiosity is encouraged by skilled staff who capitalise on such opportunities to promote the children's social skills. The children trust and approach known adults confidently, when they need help or reassurance, for example. This teaches them how to build strong and secure relationships with others.

Nursery Education

The children are highly motivated and keen to take part in the very good range of activities available to them. This ensures that they benefit from and enjoy the time they spend at the nursery. They are eager to demonstrate what they can do and what they know to others, such as when they read out single, familiar words. When presented with unfamiliar words, they "sound out" the individual letters correctly and arrive quickly at the correct conclusion. This demonstrates that they are well-equipped to tackle the more complex texts that they will face in school. They work very well alongside other children, during planned activities for instance, but are equally focused when they work alone, when they paint, use the computer or practice writing for example. This encourages the children to become independent learners and exercises their initiative when they choose what to do.

The children speak fluently and clearly about a wide range of topics and particularly enjoy describing their own experiences and adventures. During their conversations, they use mathematical language correctly, when they describe shape, size and quantity, for instance. They listen carefully to things that interest them, stories for example, and follow instructions correctly, asking for clarification when necessary. This encourages the children to become effective communicators, take responsibility and builds up their confidence and self-esteem. They collaborate effectively with their peer group to achieve a common goal, forming a queue for example. This teaches the children that working in harmony with others gets good results. The children are guided by caring staff who promote good manners and set sensible and fair boundaries for the children to follow. This helps the children to behave well and teaches them to have regard for others as well as themselves.

Frequent outings in the local and surrounding communities build on the children's interest in the world in which they live. This encourages the children to observe what

goes on around them and fosters a sense of belonging. As well as this, the staff ensure that the children have easy access to items that show images of diversity, such as jigsaws, books and posters, to help the children to form positive views of culture, gender, disability and ethnicity. This is supplemented by well planned activities, such as food tasting sessions, which introduce the children to tastes and flavours traditionally associated with other cultures.

The children enjoy using a range of movements, such as hopping, twisting and jumping, when they dance for example. This teaches the children that exercise can be fun and gives them the opportunity to express their feelings. They are energetic role-players and use a range of props to support them in this, such as bags, telephones and dolls. The children paint spontaneously, sometimes when they are still "in role" using a range of vibrant colours to produce expressive and lively pictures. These activities encourage the development of creativity and original ideas.

The quality of teaching is good. It motivates the children, who are keen to learn and who make good progress. Staff build secure relationships with the children and understand their needs and preferences. They have high expectations of them and use sensitive and effective methods consistently to manage the children's behaviour. Assessment is thorough and the information gained is used well. This enables staff to plan and provide a wide range of interesting activities and experiences which help the children to make good progress across the six areas of learning. Staff use a range of teaching methods to keep the children interested, challenged, focused and inspired. They are deployed well and use their time effectively to support children in their learning. Staff are enthusiastic about their work and show a strong awareness of how young children learn. They monitor the quality of their teaching and strive to improve it by seeking opportunities to build on their sound, existing knowledge of the Foundation Stage. The nursery environment is well organised and welcoming with bright wall displays of the children's art work. Resources are used well and made readily accessible to the children to support their learning.

Helping children make a positive contribution

The provision is good.

Children form secure relationships with the staff, this is demonstrated in the affectionate way that they interact with them. This enables the children to understand that they are valued and cherished as individuals and encourages the growth of self-esteem. The children readily seek the attention and solace of their carers, when they are hungry or tired for instance. This teaches the children to trust other people and gives them an insight in to their own needs and preferences. Children feel sufficiently secure to show their displeasure when they are thwarted, when unable to stand up unaided, for example. Staff's good behaviour management technique helps the children to learn that negative behaviour brings no reward. This sets the scene for the development of the children's understanding of right from wrong.

The children are learning how to behave around and react towards other people through good role modelling by the staff. The children are happy, pleasant and contented as a result. This ensures that the children are equipped with the skills

necessary to form friendships. They eagerly participate in craft activities, listen attentively to stories and look at bright wall displays and posters which help to promote positive views of diversity. The children visit places of interest in the local community, such as the park and the local shops, for instance. This helps the children to understand that they are part of a wider world.

Partnership with parents is good. This helps to ensure that the children are looked after in accordance with their parents' wishes. Parents receive good quality information, in "information packs" and on notice boards during their child's time at the nursery. This keeps parents fully informed of the experiences that their child has had while at the setting. The parents of children who receive nursery education find helpful and informative information on the Foundation Stage on the pre-school room notice board. This fosters an understanding about how children learn valuable knowledge through the activities and experiences that they are involved in. Alongside of this, it gives parents the opportunity to share their expert knowledge of their child with staff, which can be used as starting points for teaching and learning. This enables staff to "tailor-make" activities and experiences based on the children's needs and developmental stage, and contributes to the children's progress towards the early learning goals. In addition, children with additional needs receive good support to help them make progress in all areas of their development. Parent's views and opinions are valued by the staff. Parents can make suggestions either verbally to staff, or via the suggestion box in reception. Parents are positive about the staff and the quality of care they provide to the children. They agree with the high standard of behaviour that the staff expect from the children, and say that the staff act as good role-models. The children see and hear staff behaving respectfully towards others. This ensures that the children's spiritual, moral, social and emotional development is fostered appropriately.

Organisation

The organisation is good.

The children's needs are fully met through the nursery staff's very good knowledge and understanding of child development. This is consolidated by frequent attendance at relevant training courses, such as "Birth to three matters", child-protection and equality and diversity. This ensures that staff keep abreast of current issues and requirements. All staff hold up-to-date first-aid certificates and key staff hold valid basic food hygiene certificates, to contribute to the children's continuing health and safety during their time at the nursery.

Staff are well deployed in the bright and stimulating environment to ensure that they are able to work directly with the children most of the time. Correct staff ratios ensure that the children remain well supported in their chosen activity. Staff form secure relationships with the children and understand their roles and responsibilities in helping the children to make progress in all areas of their development. The day-to-day practice of the staff reflects well the clear, very well organised and readily accessible written policies of the nursery. These are made available to parents on request and are reviewed at staff meetings to ensure their accuracy and relevance.

Staff plan interesting and stimulating activities which help older children make good progress towards the early learning goals. They are guided by effective management which has a positive influence on their practice. Regular staff reviews, for example, give motivated staff the opportunity to discuss ways in which they can develop professionally. For example, whilst all staff have an understanding of the foundation stage some lack confidence and wish to gain further knowledge and all are involved in the continuing development of the nursery garden, to improve the outdoor curriculum. They think ahead, when they forge links with the schools that the children will eventually attend, for example, to ease the children's transition from nursery to compulsory education.

Overall, the provision meets the needs of the children who attend. In addition, the quality of the leadership and management of the nursery education is good.

Improvements since the last inspection

At the last inspection, the nursery was asked to display fire evacuation notices and to record incidents. Fire evacuation signs are prominently displayed. In addition, the children take part in regular fire drills to help them to stay safe, even in emergencies. Incidents are recorded and details can be found on the children's files.

Other matters that the nursery was requested to consider, included improvements to the children's development files and the outdoor play area. Staff now make frequent observations of the children which enables them to plan effectively to help the children to make progress in all areas of their development. Work is currently underway to develop the garden, to improve the children's outdoor play opportunities.

Complaints since the last inspection

Two complaints have been made about the nursery since April 2004. The first one was received on 9th September 2004 and was related to National Standard 2. It concerned staffing ratios over lunch breaks. When Ofsted investigated, it established that the manager and her deputy covered staff breaks at this time. Alongside of this, registers showed that there were sufficient staff on duty during this time. Now, as then, staff do not leave the premises at lunch time without giving prior notice to the manager. This ensures that there are staff readily available in the event of emergency cover being necessary.

The second complaint was received on 25th May 2005 and related to National Standards 7 and 12. The complaint highlighted issues that arose after a child was taken home with a suspected contagious illness, at the nursery's request. The child's parents did not feel that the nursery had acted according to their wishes, which were that the child should remain in nursery. When Ofsted investigated, it found that a breakdown in communication between parents and nursery staff had resulted in staff being unaware that the signs and symptoms that the child was displaying were the result of a harmless skin condition. Both the child's parents and the nursery staff had sought medical advice independently and acted on the advice they received.

The provider remains qualified for registration.

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):

- ensure that children do not gain access to unauthorised areas
- continue to develop the garden to improve children's outdoor play opportunities (also applies to nursery education).

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):

- ensure that all staff have opportunities to develop their knowledge of the foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk