

The Growing Tree Nursery

Inspection report for early years provision

Unique Reference Number EY363985
Inspection date 10 July 2008
Inspector Susan Mary Deadman

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Registered person The Growing Tree 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 Growing Tree Nursery opened in 2007. The nursery has been a registered provision since 1998 at other venues. It operates from a building in Ickenham in the London Borough of Hillingdon. A maximum of 104 children may attend the nursery at any one time. The nursery is open from 07.45 to 18.00, 51 weeks of the year. All children have access to a secure outdoor play area.

There are currently 111 children on roll, of whom 29 receive funding for nursery education. The nursery employs 19 staff to work with the children, of whom nine are qualified to Level 3 and three hold a Level 2 qualification. Three staff are working towards a recognised qualification.

The setting supports children who have learning difficulties and/or disabilities and those who have English as an additional language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive due to the good procedures that staff follow. For example, the risk of cross infection is minimised as staff have effective systems in place during nappy changing or at times when children are ill. Staff promote children's well-being after minor accidents as many staff undertake first aid training and suitable equipment is readily accessible. Accident and medication records meet the required standard. Medication is accurately recorded and includes parent's prior written permission, quantity and the names of staff who administered.

Children enjoy the good variety of foods on offer. They gain an understanding of healthy eating as they help prepare the fruit at snack time and staff talk about the benefits of eating fruit. During cooking activities they make healthy options such as fruit smoothies. Although children have regular drinks throughout the day, there is limited independent access to fresh drinking water. Staff attend appropriate training in relation to children's food allergies, which promotes children's welfare.

Children benefit from regular access to the outside play area. There are separate areas for each age group and each of these offers the facility for children to pedal on their bikes, use the triple see-saw and push their dolls around in buggies. Children have easy access to umbrellas, which enables them to stay outside when it starts to rain slightly. The sun protection policy ensures that parents provide children with sun hats and cream, which staff apply each time children play outside.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Risk assessments are basic and do not include specific issues such as the activities on offer. Although staff are vigilant, they do not always ensure that the activities for children in the baby room are always age appropriate, which does not promote children's safety.

Children benefit from having a very good amount of clear play-space, which promotes their development in all areas of learning. For example, the generous size baby room enables younger babies to lay or crawl safely as older children are cared for in a separate section and can enjoy messy play activities. The rooms are light, bright and airy and window blinds are in place to add to children's comfort. Children have access to suitable toilet facilities and babies have their own nappy change area within the room.

Children have access to a good range of equipment to meet their needs. This includes high chairs, bucket seats and step stools in the bathroom to aid their independence. The cot room offers the facility for peaceful sleep times. There is plenty of room for parents store their equipment, such as buggies and car seats, whilst still retaining a safe escape route and clear fire exits.

Helping children achieve well and enjoy what they do

The provision is good.

Younger children benefit from participating in a wide range of play opportunities. Staff devise effective planning, which encompasses all age groups and supports the implementation of

interesting and purposeful activities. For example, older babies and toddlers enjoy digging in the sand tray, delving into shredded paper and art activities. Children participate in a very good range of tactile play such as jelly, gloop and water. They enjoy dressing up in the wide range of clothes on offer and wander around the room independently choosing from the good range of play equipment in easy access. Activities are attractively set out for children, for example, the farm and zoo set, which entices them to play. Young babies have a good range of equipment to support their increasing mobility. Staff who work with children under the age of three, plan to a certain level with individual children in mind. They observe the children play, record the information and use this for future planning.

Nursery Education

The quality of teaching and learning is good. Children sit in a group at the start of the session and plan and make choices about what they do that day. Pictures related to each activity are on display and act as a reminder. Children know the sequence of their day, for example, circle time, snack time, outside play and indoor activities.

The well-managed and interactive circle time provides children with valuable learning experiences. Good use is made of resources to support children's understanding of the world around them. For example, the weather charts offer the children a wide choice and includes snow, sleet, thunder and lightning and drizzle. Staff explain the meaning of certain words when children get confused. For example, when talking about the rain children use the word dripping instead of drizzling and staff explain the difference.

Activities are exciting and interesting to the children, who eagerly participate. Children gather around three different sized tubs containing ice. Staff explain to them that now the water has frozen it has become ice and has expanded making the tub crack with the pressure. Children understand that the ice is frozen water. They measure each container and record the result. Children accurately write the measurements on a chalk board. Children talk about how, when writing numbers, numbers one and three make 13 and one and seven make 17, which demonstrates a clear understanding.

Children learn to count in everyday situations as they estimate how many plums in the box at snack-time. Staff talk to children about concepts such as more and less than and ask appropriate questions to challenge them and encourage them to work out mathematical problems. Whilst preparing the snack, children talk about fractions of the fruit they are cutting. They are familiar with this terminology and show an understanding of the concept.

Children are confident speakers and participate in group time discussions. They recognise the name of themselves and others and talk to staff about their first name and surname on their painting. Staff provide opportunities for children to write for a purpose and children are beginning to link sounds and letters.

The outside area is well utilised by the children and covers a good amount of learning. Children plant Marigolds, Busy Lizzies and Snap Dragons. They write on clip boards and play with sand and water.

Children have easy access to a good range of art and craft activities. They design glasses for the opticians, complete free style paintings and make models out of recyclable materials. Their creations are labelled and displayed, which promotes their positive self-esteem.

The planning is devised under the various areas, such as sand/water, role-play, construction, maths and writing. There are basic systems in place to link children's learning to the early learning goals, which identifies how they are making progress. Observations and activities are evaluated and children are making good progress, however, the record does not provide sufficient detail to show next steps of their learning.

Helping children make a positive contribution

The provision is good.

Staff have a clear understanding of children's individual needs and gain a good amount of written information from parents, for example, children's health care requirements. This enables them to care for children according to their parents' wishes. Staff support children who have additional needs as they work in partnership with parents and outside agencies who come into the setting.

Children gain an understanding of world around them as staff cover a wide range of festivals within children's planned topics. A good range of posters on display to children promote their understanding and provide them with positive images of differences. Posters include people with guide dogs, various tribes around the world and children with disabilities accessing toys. Children learn about their local community and enjoy outings to the greengrocers and library. They participate in a good range of role-play, for example, they have an opticians and greengrocers and have made many related items to use in these areas. This supports their understanding and enables them to act out their learning.

Children's behaviour is very good and staff deal with minor issues in a sensitive way, which supports children's understanding of right and wrong and is developmentally appropriate.

There is a good partnership with parents. Parents spoken to make positive comments on the care their children receive. They are particularly impressed with a variety of activities and know that the children will take part in a lot of educational activities. Some parents would like more information about the activities and learning outcomes. The setting has a vast array of photographs on display, of the children at play and information relating to how this links into the early learning goals, however, the notice board is at the end of a very long corridor and is therefore not in the best position for parents to view.

Parents receive a very good amount of written information within the parent pack. This includes fees, key worker system, menus, daily diaries, activities, Birth to three matters information and policies and procedures. The provider seeks the views of parents in the form of regular questionnaires. Parents receive regular written and verbal feedback on their child's time at the setting. There are two formal parents evenings, one which concentrates on the care element and the other on the nursery education.

Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is satisfactory.

The leadership and management of the setting in relation to the nursery education is good. The manager regularly goes into the rooms and asks staff about the purpose of the activities. The aim of this is to enable them to identify the learning outcomes, support their knowledge and understanding and promote good teaching methods. Weekly room meetings and regular

meetings of the senior team members and the provider, enable effective exchange of information.

The organisation of the setting is satisfactory. The recently appointed manager has implemented several new systems to improve procedures. For example, there are two staff members present when administering medication to children, which safeguards children's welfare. The appraisal system is effective and gives staff the opportunity to make comments on the organisation of the setting and identifies their training needs.

Children benefit from being cared for by staff who hold a suitable level of qualification and experience. There are a very good range of policies and procedures to support the welfare, care and development of children. These are reviewed regularly and adopted by staff. Although the manager dealt with a safety issue appropriately when it was brought to her attention, it had not been previously identified as an issue. The organisation of information on display to parents is not always effective. The setting meets the needs of the range of children for whom it provides.

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.

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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):

- promote children's independent access to drinking water
- extend risk assessments to include all areas of the provision and activities provided
- review the organisation of information on display to parents to promote it's effectiveness.

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):

- review the planning of activities to show how they link into the six areas of learning and develop the recording of the next steps to progress children's development.

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