

# Youngsteps Nursery Treetots

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY360154
<b>Inspection date</b>	15 July 2008
<b>Inspector</b>	Lynne Naylor
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<b>Registered person</b>	Tree Tots Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Young Steps Nursery Treetots was registered in 2007. It operates from the ground floor of a detached building in Kirkham. Children have access to three outdoor play areas.

A maximum of 90 children may attend at any one time. The service is open each week day, 51 weeks a year, from 07.30 until 18.00.

There are currently 123 children aged under five years on roll. Of these, 36 receive funding for nursery education. The nursery supports a number of children with learning difficulties and disabilities. The manager leads a team of 21 staff who work with the children. 20 of the staff have appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children effectively learn how to keep themselves healthy. They do this through daily routines, themed activities and discussions. For example, children practice good routines of personal hygiene, by hand washing after toileting and before eating. Children are protected from the spread of infection. Staff clean tables before and after meals and practice sound hygiene routines when nappy changing. Records of medicine administrations and accidents are accurately completed and appropriately signed by parents. Procedures, such as phoning parents of children who appear ill, are also effectively followed, therefore, protecting the health of others.

Children are given a well balanced diet with healthy and nutritious food. Meals are cooked on the premises mainly from fresh ingredients, for example, stew made from corned beef, potatoes and carrots with spotted dick and custard. Children talk about healthy food options whilst eating, for instance, a child informs another that the raisins in the pudding are healthier than the cake. Children's individual dietary requirements are known and met well and good routines exist to ensure food is prepared safely and hygienically. Most children receive ready plated meals, which mean they are not involved in serving or making choices about portion size; however, they pour their own drinks of water, which enhances their independence skills. Children make decisions about when to eat their morning snack by helping themselves to fruit, such as banana, kiwi, pear and orange from the bowl.

Very young babies sleep comfortably in cots with individual bedding; however, crawling babies, toddlers and older children who require a sleep or rest are not able to do so appropriately. Children breathe fresh air daily as they follow a rota for use of the garden and outdoor play areas. The provision of boots and umbrellas enables them to experience different weather, such as rain. Children show very good coordination and balance as they use the fixed slide, jump on the small trampoline, walk on planks and manoeuvre wheeled vehicles. Outdoors and indoors, children enjoy excellent opportunities to develop fine motor skills as they use a wide range of tools, for example, writing implements, brushes to paint at the easel, chalk on the boards and dough rollers and cutters.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a clean, warm and very welcoming environment. Each room is thoughtfully set up into themed areas with accessible storage systems. This means children can readily access a good range of natural and manufactured resources. Book areas are inviting and made very comfortable with cushions and soft toys. This enables even very young children to make themselves comfortable and rest. It is the provision of furniture and bedding for sleeping that is less suitable as children are not able to lie flat on individual bedding. Children have frequent access to very good, safe outdoor areas with plenty of interesting and imaginative activities.

Children are kept safe whilst on the premises because the staff implement very good and consistent procedures when visitors arrive. Staff are vigilant and carry out excellent risk assessments both on and off the premises. A full risk assessment has been documented and each time arrangements are reviewed and amended staff read and sign a newly devised copy. This keeps children safe. The transfer of food from the kitchen is undertaken safely by the

cook and children's independent access to the bathroom is monitored. Children are satisfactorily involved in learning to keep themselves safe in the setting. Children practise emergency evacuations with staff. They are encouraged to put their toys away after use and older children are reminded to push their chairs in when leaving the table.

Children are adequately protected from possible abuse or neglect. Staff are aware of the signs and symptoms of abuse and understand the procedure to follow if they have any concerns. Regular training on safeguarding children keeps staff knowledge of the procedures up-to-date.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Organisation of the environment and resources significantly increase the opportunities that children have to make independent choices and follow their individual interests. Children throughout the nursery freely access toys and equipment, which enhance their all-round development. Children are generally happy and settled in their rooms. Their efforts and achievements are positively praised, which develops their confidence and self-esteem. Children of all ages explore a range of materials, such as water, sand, dough and chalk, and use many different paint techniques.

#### **Nursery Education**

The quality of teaching and learning is good. Assessment systems are developing, with staff making some accurate observations of children's progress and using them to identify the next steps in learning. Methodical progress is being made to further develop the pre-school provision. For example, children are increasingly involved in the planning of activities. They enjoy learning because activities are well linked to themes inspired by them. For example, an interest in weddings has led to children planning their own party. They write purposefully as they make their invitations, name cards and menus. They research information and make books to show their plans. They discuss games they will play and develop their creativity as they make the flower arrangements and the cake.

Children's literacy skills are developing particularly well. They access books to read for pleasure and enjoy group story times. They stand on the small staged area to put on puppet shows for each other. Opportunities for children to develop writing skills and an understanding of different forms of writing are exploited in role play areas, for example, in the house and the office.

Children play imaginatively with small-world toys and in the role play areas. They have a good sense of time, talking about what happened last week, for instance, when a butterfly landed on a staff member. They have many opportunities to learn about planting and growing. Children operate simple programs at the computer and are developing mouse control. They learn about their immediate locality on visits to places of interest in the community, such as the library, travel agent, vets and supermarket.

### **Helping children make a positive contribution**

The provision is good.

Children's needs are well met because key staff caring for them have a good knowledge of their individual needs. Children have access to resources and play materials that reflect positive images of culture, ethnicity, disability and gender. Children are beginning to appreciate the

customs and cultures of others through celebrating festivals and trying different foods, such as a mild curry, naan bread and samosas at Diwali.

Children's behaviour is good and they enjoy the praise and encouragement they receive from staff. They are positively encouraged to share, take turns and be polite to each other. Older children devise 'golden rules' which are written out and displayed as a reminder. Overall, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents' comments are very positive about the nursery. Well displayed notices and newsletters provide parents with general nursery information. Parents and staff exchange some useful verbal information and parents of younger children take home some useful written information about their child's day. Parents are given reasonable information about the nursery education and the curriculum on offer. There are opportunities for discussing progress with parents as in addition to the open-door policy, there is an annual parents' evening.

## **Organisation**

The organisation is good.

Good organisation of the ample space allows children to move around freely and safely in groups according to age. In addition to children's work and photographs of them enjoying a variety of activities, rooms are made attractive through ribbons, streamers and fairy lights hanging from ceilings. Effective use is made of time and resources to promote children's learning in all areas. Staff identify and record children's achievements, which provides useful information on which to build the next steps in children's learning.

Documentation and records are accurately maintained to safeguard children. However, the staff register is not as accurate as the children's registers, because a number of staff record the time they plan to leave at the same time that they sign in. Policies and procedures are regularly reviewed, which means they generally contain accurate, up-to-date information. However, it is not clear in the written procedures that the system for the recording of complaints is fully in line with regulations.

Leadership and management is good. Nearly all the staff hold a relevant childcare qualification and the required minimum staff ratios are met. Good vetting procedures ensure that staff are suitably vetted. A comprehensive checklist ensures staff induction is completed purposefully. Ongoing staff training and personal development is encouraged. The management team meet regularly to discuss practice and they seek and value the views of staff who also meet regularly to discuss relevant issues. Staff are fully involved in the evaluation of care and education, for example, they take turns to observe the practice in other rooms and provide feedback, which is used to improve practice. Awards, such as 'employee of the month' and 'room of the month' reward staff's good practice. Overall, the provision meets the needs of the range of the 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.

## **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):

- review the sleeping arrangements to ensure children can lie flat on individual bedding
- ensure the register of staff attendance is accurate at all times; and revise the wording of the complaints procedure so it complies with regulation.

#### **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 the link between the recently implemented assessment systems and the planning systems to ensure the next steps for children's learning are identified
- incorporate the information parents share about their children's learning in the assessment records.

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](http://www.ofsted.gov.uk)