

Green Tree Nursery

Inspection report for early years provision

Unique reference number	EY104124
Inspection date	22/09/2008
Inspector	Janet Fairhurst
Setting address	Fergusons Lane, Newcastle, NE15 6NX
Telephone number	0191 2280000
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Green Tree Nursery is a privately owned and managed full day-care provision situated in the Benwell area of Newcastle on a quiet main road. It was registered in 2002. The building is large and consists of two storeys accessed by stairs. There are three separate ground floor rooms used to accommodate the younger age groups with their own adjacent facilities. The nursery provides care for a maximum of 50 children on the early years register. The older children are based on the first floor. Additionally, there is a separate dining room and enclosed area for outdoor play and on the first floor a soft play area. The nursery serves the immediate neighbourhood as well as people commuting to the centre of Newcastle. Opening hours are from 07.30 to 17.45 Monday to Friday all year round.

The nursery provides care for a maximum of 50 children on the early years register. There are currently 45 children on roll. The nursery is registered with the local authority to provide funded nursery education for those children of eligible age.

There are 12 members of staff including a manager and deputy manager, all of whom hold relevant childcare qualifications.

Overall effectiveness of the early years provision

Green Tree Nursery provides a happy welcoming environment where all children are highly motivated and well cared for. Children are recognised and valued as individuals. Staff are well informed of children's starting points obtained through their sensitive observations and discussion with parents which enables them to plan for children's future learning. The manager and her team evaluate the provision effectively and have a clear understanding of how to make continuous improvements with regard to children's welfare. There is a strong and positive partnership with parents and other agencies to make sure that the individual needs of all children are fully met.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve all children's opportunities to access areas of the nursery specifically the soft play area and information technology resources
- improve the range of spontaneous and free play activities to ensure all children are appropriately challenged
- increase the range of resources for children that promote equality of opportunity and anti-discriminatory practice.

The leadership and management of the early years provision

The manager is an effective leader. Her deputy and a hardworking staff team support her very well. All staff have a clear understanding of the Early Years Foundation Stage which enables them to promote good practice. A good range of policies and procedures are in place and implemented well in order to promote all aspects of children's health and safety. Rigorous vetting procedures for staff, students and volunteers promote a high level of safety for children. Staff are enthusiastic and motivated in relation to their own professional development and are given ample opportunities to access training. This has a positive impact on the quality of the interaction and range of experiences available to the children. Effective risk assessments are in place which ensure good levels of safety and security. Children have appropriate opportunities to take risks and manage tasks for themselves in the knowledge that staff are at hand to support and offer guidance.

The manager and staff time have worked hard to address all the recommendations from the last inspection. As a team they have looked at what improvements they can further make to create a stimulating and exciting outdoor play area for all children. Staff have also identified the work they need to do in order to develop quiet areas for children where they can enjoy books. This demonstrates the staff's growing ability to identify strengths and weakness to further improve the care and education provided. However, as yet not all areas of learning are offered consistently and freely indoors.

Staff have developed positive relationships with parents. The children's daily diary informs parents about children's care and the activities they have enjoyed, and also encourage parents to record their comments which create a good two way sharing of information. The parents feel very positive about the nursery and know that it values and acts on their views, which are made verbally and through questionnaires. Parents have plenty of opportunities, both formal and informal, to discuss how well their child is progressing. Parents evenings, where children's progress is discussed and observations from home are shared, are supplemented with informal exchanges at the beginning and end of day. Opportunities for parents to become involved in children's learning are good. Older children borrow books and a helpful suggestion list helps parents to extend their learning in many areas. Parents of the younger children are encouraged to bring in objects from home which are linked to the theme or topic their child is involved in.

The quality and standards of the early years provision

All children make good progress in all areas and enjoy their learning and play. Well established daily routines and high expectation of the staff ensure that children learn to do things for themselves. The environment is organised well to allow children easy access to resources promoting self help skills, independence and motivation. Children have access to a wide range of resources, however, resources to reflect cultural diversity are limited throughout the nursery. Staff are clear about what they want children to learn and make activities lively and engaging. Staff are confident in using open ended questions that challenge and extend children's learning by encouraging them to think for themselves. Staff plan for the children's individual needs effectively using their knowledge of the areas of learning and

through their observations. They are good at checking what children have learnt and use this information effectively to plan the next step in their learning. There is a generally good balance of adult-led and child-centred experiences available to children however, on occasions spontaneous, free play activities lack sufficient challenge for the more able child. Children progress is documented in their own file which also contains a collection of their work, photographs, observations and assessments.

Children receive very positive comments from staff regarding their behaviour and as a result their behaviour is very good. Older children are encouraged to reflect on what they feel they have done well, giving them a greater understanding of what is acceptable codes of behaviour and receive rewards such as stickers. All children develop confident relationships with adults who respond to their needs effectively. They play well together and show growing skills as they share and take turns. The children throughout the nursery love singing even the very young toddlers make very good attempts to join in with action rhymes and songs. Older children are beginning to show an interest in the written words as they make notes of appointments for the hairdressing salon and carry their clip boards outdoors to draw and record. Children climb confidently and learn to take appropriate risks. For example, toddlers climb the steps of the slide supervised by staff but mostly unaided, which means they are developing their skills to keep safe without fear. Very young children benefit from routines consistent to their home routines. They are developing early communication skills as staff warmly interact with them through play and everyday activities, such as nappy changing and feeding.

Children are safeguarded well as staff have a good understanding of child protection issues and of the procedures to follow if they have any concerns about a child's welfare. They are protected from the spread of cross infection due to staff's vigilance and well maintained procedures for cleaning. Consistent adult support and guidance helps children to gain a good understanding of hygiene and become increasingly independent in their personal care. Clear written policy regarding sick children, and the effective recording of all emergency contacts, medication and accidents, promotes children's health and well-being. Staff take effective measures to ensure that play resources and equipment are maintained in a safe and clean condition for the children, with all items checked regularly. Children develop an understanding of how to keep themselves safe as staff remind them to hold onto the balustrade, and the reason why they need to wear high visibility jackets during outings. Children growth and development is promoted through a range of balanced and nutritious meals, which includes a variety of fruit and vegetables. These are prepared fresh on a daily basis and cater effectively for all children's dietary requirement so that they feel included.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted 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.