

Treetops at Castle Garden

Inspection report for early years provision

Unique reference number	EY101060
Inspection date	28/11/2008
Inspector	Jean Otter
Setting address	King Street, Duffield, Derby, Derbyshire, DE56 4EU
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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

Castle Garden Nursery is one of the 'Treetops' chain of nurseries. It operates from what was once the village school in Duffield, Derbyshire. Access to the premises is via a step and slope and internally there are several sets of steps. The company state they will provide suitable access for disabled customers whenever it is needed. The nursery is registered to provide care for 58 children in the early years age range. Children are cared for in one of four group rooms depending on their age: babies under one year, one to two years, two to three years and three to five years. The nursery is open from 07.30 to 18.00 each weekday with the exception of bank holidays.

There are currently 105 children on roll, and several children who speak English as an additional language are supported.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications.

Overall effectiveness of the early years provision

The setting provides very effectively for children in the Early Years Foundation Stage. The well organised system of planning for individual children's learning journeys ensure that all children enjoy their time at the setting and make good progress. Staff create an inclusive and welcoming environment so that all children benefit from the well thought-out range of activities and experiences. The manager is very aware of the strengths and areas for improvement within the setting and staff have embraced the Early Years Foundation Stage well, continuously striving to improve the experiences of the children who attend.

What steps need to be taken to improve provision further?

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

- allow young children the time to assimilate songs and rhymes
- develop the use of words children use to compare and measure
- give sufficient priority to the time taken to inform police of a missing child
- ensure the complaints procedure reflects the time by which the setting is required to respond to a written complaint.

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. Staff have a very clear understanding of all safeguarding children procedures and how to implement the policies appropriately in order to protect children from harm and neglect. However, the 'lost child' policy does not give sufficient priority to informing the police quickly in the instance of a child who is missing.

The manager of the setting shows excellent organisational and managerial skills, using self evaluation systems exceptionally well to monitor and evaluate the provision accurately. She is highly focused upon continual improvement and firmly but eagerly takes the staff with her, ensuring they are fully supported along the way. Staff support children's learning very well and successfully use the principles of the Early Years Foundation Stage framework during their play. Parents and carers of the children are valued and supported as partners in their children's learning. They are given good information about the policies and procedures, and how learning and developmental opportunities are created and implemented within the setting. They are invited to add their knowledge and skills to enhance their children's experiences. Parents know how to complain, however the policy does not reflect the time by which the setting is required to respond to a written complaint. Appropriate links are formed with other professionals and each child has a transition book which is shared with other providers to ensure the child's needs are consistently supported. The manager takes positive action to ensure that improvements are made where necessary. For example, outdoor play is a significant feature of the children's daily routine and she is currently evaluating this area with input from an 'outdoor committee' made up of staff and eventually parents. The recommendations from the last inspection have been implemented well within the setting, showing a good capacity for improvement.

The quality and standards of the early years provision

Children are provided with excellent opportunities to investigate, explore and use their creativity and imagination. Themes, topics and outings are used to extend their knowledge and understanding of the local community and the wider world. Numbers and shapes are used consistently, however language that children use to describe comparisons and measure is not introduced sufficiently well. They use role play equipment, tools and materials imaginatively to create models and construct. There are many opportunities for children to develop skills for mark-making, engage in musical activities and to learn new technology which supports them to make good progress across all areas of learning. The nursery environment is resource rich in all rooms. Children have access to a wide range of activities and supplementary resources. In babies there are toys that encourage the senses for example a feather duster, and shakers that make different sounds. Numerous different activity centres are placed on blankets as well as rocking and push along toys. All toys are accessible and storage boxes have pictures of what toys are inside so children know and can ask or point for them which is particularly useful for children where English is their second language and for children with language delay.

Activities are well planned and organised, taking into account children's individual interests and ideas. Staff securely base their observations and assessments on what children enjoy and can do, taking into account their abilities when they first start to attend the setting. They observe children as they play, using their observations to ensure that each child's needs are being met and to plan the next steps in their learning. They talk to children's parents and carers on a regular basis and share detailed information about children's care, well being and developmental

progress. Staff generally use good communication skills, they ask open ended questions and demonstrate how things work. As a result children are keen to express their ideas through discussion, drawing, painting and model making. However, younger children are on occasions not given sufficient time to assimilate the songs and rhymes they sing in a group and how the actions relate to the words.

Children settle in well as a 'buddy' system is used to help them make friends. They have good relationships and play and work well together, learning to negotiate and problem solve as individuals and within a larger group, which develops their confidence and self esteem. They know where toys and equipment are kept and make choices and decisions for themselves, for example the older children self-serve at mealtimes. They learn to respect and value people's differences and similarities through stories, discussion and as they celebrate different cultural events throughout the year.

Staff have a good understanding of how to create a safe and welcoming environment in which risk is minimised. Children learn how to use equipment safely and how to play safely when outside. Risk assessments are detailed and robust supporting children's health and safety. Children develop positive attitudes towards healthy eating through projects and discussion and are offered a wide variety of healthy snacks and meals. Physical play is a significant feature of the children's daily routine helping them to understand the benefits of a healthy lifestyle.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 that required the provider to take any action in order to meet the requirements of the Early Years Register.

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.