

Silver Trees PDN

Inspection report for early years provision

Unique reference number EY282326
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Inspector Justine Ellaway

Setting address 40 Ashbourne Road, Derby, Derbyshire, DE22 3AD

Telephone number 01332 366663
Email derby@treetopsnurseries.co.uk
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Silver Trees Private Day Nursery is part of the Treetops chain of nurseries. It opened in 1997 and operates from a two-storey converted house close to Derby City centre. The nursery is open each weekday from 08.00 to 18.00, excluding bank holidays. All children share access to a secure enclosed outdoor play area. The nursery is accessible to the ground floor.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 80 children may attend the nursery at any one time. There are currently 136 children on roll, 120 of whom are within the early years age range. The nursery provides funded early education for three and four year olds. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

There are ten members of staff, eight of whom hold appropriate early years qualifications to at least NVQ Level 2. One member of staff is working towards Early Years Professional Status. The setting has been awarded a Level 1 Quality Counts award from the National Day Nurseries Association and holds the Investors in People award.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Appropriate attention and support is given to ensure that all children are valued and included and their needs met. Children's welfare is positively promoted and their learning and development is generally effectively promoted. Positive relationships are built with parents, whilst systems to share information with other settings are in the initial stages. Monitoring and evaluation systems are in place and are more effective in relation to aspects regarding children's welfare and policies and procedures than in learning and development.

What steps need to be taken to improve provision further?

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

- further develop evaluation systems so that they continually seek ways to improve the quality of the learning and development
- consistently analyse observations and highlight children's achievements or their need for further support
- review systems so that interaction systematically helps children to learn so that they make connections in their learning, are actively led forward and can reflect on their learning
- maintain a regular two-way flow of information with other providers.

To fully meet the specific requirements of the EYFS, the registered person must:

- obtain information from parents in advance of a child being admitted to the provision, regarding information about who has legal contact with the child; and who has parental responsibility for the child (Safeguarding and promoting children's welfare) 12/03/2009
- ensure that the educational programme provides a balance of opportunities across all of the areas of learning (Learning and Development: Educational programme). 02/04/2009

The leadership and management of the early years provision

A clear and detailed range of policies and procedures underpin the sound practice in the setting, ensuring that children's welfare is effectively promoted. Staff demonstrate an understanding of these to ensure consistency of practice. All of the required information is gathered and recorded, apart from information on who has legal contact and parental responsibility for each child to fully secure their safety. Careful consideration is given to organising and monitoring staff attendance on training, to ensure that core skills are regularly updated and individual needs identified. The nursery has achieved both Investors in People and a quality assurance award.

The friendly staff team are committed to supporting children with additional needs and are proactive in discussing concerns and seeking appropriate support. Staff are usually effectively deployed within each room. The organisation and decoration of the nursery provides a stimulating, bright and attractive environment for children who attend. Good consideration has been given to the layout of the rooms as well as the accessibility of the resources and how each room is furnished.

A detailed range of risk assessments ensure that children's safety is well promoted whilst on the nursery premises and when on outings. The security of the building is sound and staff are consistent about supervising children at all times. They communicate with each other outdoors if they need to take a child inside, to ensure appropriate cover is in place. Children's good health and hygiene is securely promoted. The menu demonstrates how children are provided with five pieces of fruit and vegetables a day and those with particular dietary needs are provided with alternatives accordingly. Hygiene procedures and a clear sick child policy effectively minimise the risk of cross infection. Clear records are maintained for when a child requires medication or has an accident, with appropriate information detailed.

Systems to evaluate practice and ensure areas for improvement are identified, and are more effective in relation to children's welfare, but are less successful for learning and development. Sufficient attention has not yet been given to checking the usefulness and effectiveness of the planning and assessment systems and to measures that identify any gaps in children's learning. As a result a

recommendation raised at the last inspection, has been re-raised to ensure that all areas of learning are covered equally.

Useful information is provided for parents both at the time of admission and on an ongoing basis. A clear leaflet helpfully explains the requirements of the Early Years Foundation Stage with regard to children's learning and development. A daily diary system ensures consistency of care for all of the children. Parents can view information on the notice board, read the regular newsletter or attend the twice yearly parents evenings to discuss the progress their own child is making. Whilst information is gathered on the other settings that children attend, relationships have not yet been developed to share information on children's learning and development.

The quality and standards of the early years provision

Children make satisfactory progress towards the early learning goals. They are happy and comfortable in the calm and friendly atmosphere. The positive and supportive ambience is reflected throughout the nursery, so that when children of different ages come together in the dining room, they are not phased and feel secure. This together with encouragement and praise promotes children's self-esteem. When children arrive staff take time to greet them personally so that they feel comfortable entering the room and joining in activities. Effective support is given to settling children, for example, staff in the babyroom ensure children can cuddle them when they are upset at their parent leaving. Also effectively supporting children's transition when they move up to the next room by ensuring they do this when they are ready. Children are encouraged to self-select toys and resources, through staff encouragement and the storage arrangements. They demonstrate high levels of independence as they choose what they want to play with and whether they choose to participate in adult-led activities. They develop their self care skills as they are encouraged to do things for themselves, such as undo the buttons on their coat and blow their nose. Children will persevere for long periods of time to try to achieve certain tasks, which positively affects their ability to learn and develop.

Children of all ages thoroughly enjoy the stimulating, organised outdoor area. They look for items connected to nature and hang up bird feeders they made the day before. Children enjoy looking after the nursery animals and they go to the shop to buy food and equipment so they learn how animals live. Children ably use tools such as cutlery at lunch time and paint brushes during free art sessions. Babies are given plenty of freedom to crawl and stand and will move about the room to reach different toys. Children are developing a sense of number and counting, although missed opportunities during play mean this is not always consistently supported. Children love being creative and when given the choice of what materials they use, they produce imaginative work. On occasion creative activities focus on the outcome rather than the process, meaning that children produce work that does not reflect their individuality. Older children have well developed information and communication technology skills and help each other to start up and use a software programme. Children of all ages love to chat during play and older children use complex words to describe what they are doing. Younger children

enthusiastically join in with singing their favourite songs and make good attempts to remember the words.

Staff are sometimes effective in interacting with the children, and encourage children's thinking and learning by playing with the toys, discussion, explanation and asking appropriate questions. New planning systems have been implemented across the nursery and are beginning to be used to support children's learning and development. There is a suitable balance of adult and child-led activities, with consideration given to including children's interests. However, some of the areas of learning are given more attention than others, not securing a balanced curriculum for all children. Staff regularly note observations on children's progress. Assessment records give scope to provide useful information about where children are at and what their next steps of learning are. However, they are not consistently completed and up-to-date to provide accurate information that informs the planning of activities to fully meet each child's individual needs.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.