

# The Trees Day Care Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	109128
<b>Inspection date</b>	25/02/2009
<b>Inspector</b>	Melissa Cox
<b>Setting address</b>	Quarry Road, Swindon, Wiltshire, SN1 4EN
<b>Telephone number</b>	01793 480780
<b>Email</b>	trees1@thetrees.co.uk
<b>Type of setting</b>	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

Trees Day Care Nursery is one of three nurseries run by White Horse Childcare Ltd and has been registered since 1990. It is situated in a quiet road off the main road in the Old Town district of Swindon, in Wiltshire. It operates from 10 playrooms, in a large detached house in its own grounds. The setting opens all year round. Sessions are from 08.00 to 18.00, including out of school care. All children share access to a secure enclosed outdoor play area.

Trees Day Care Nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 78 children may attend at any one time and there are currently 158 children on roll. Of these, 148 are in the early years age group. The setting is registered to receive government funding for early education. They support children with learning difficulties and/or disabilities and a number of children who speak English as an additional language.

The nursery employs 21 staff, a cook and handyman. The majority of staff have suitable early years qualifications, with most staff working towards further qualifications. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). The nursery is also a member of the Pre-school Learning Alliance.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Practice informed by effective policies and procedures is ensuring that all aspects of the children's welfare and learning are effectively promoted. Children are making good progress given their age, ability and starting points. Excellent care is taken to ensure they understand each child's background and their experiences, enabling the staff to support and respond appropriately, which is a key strength in this nursery. Positive steps are taken to ensure the environment is inclusive taking into account individuality, culture, language and needs. Effective systems are in place to evaluate the service provided and to identify areas for improvement, this ensures the needs of the current users are met.

## What steps need to be taken to improve provision further?

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

- develop planning further to allow children to experience all areas of learning in their outdoor play
- develop staff's understanding of how to support children with English as an additional language

## **The leadership and management of the early years provision**

Staff have a good knowledge of the Early Years Foundation Stage (EYFS) and plan an exciting variety of activities to stimulate the children's development and their individual needs. Robust recruitment, selection and induction procedures ensure the suitability of staff to work with children. The staff team are enthusiastic, motivated and keen to develop their own skills and practices and access regular training. Emphasis is given to staff training and development, with staff holding recognised childcare qualifications or working towards achieving one or a higher level qualification. Regular attendance on short courses enables staff to continually enhance their skills in specific subjects, including behaviour management and child protection. Areas for improvement have been identified through feedback from staff and parents and the nursery have addressed all issues promptly and effectively. All staff display a positive attitude towards providing an inclusive environment for all children who attend the setting although staff's understanding of how to support children with English as an additional language is less secure. They ensure the well organised learning environment and effective deployment allow children to access resources independently and be supervised at all times while meeting their individual needs.

The welfare and protection of children is important at the setting. Staff have a good understanding and are well trained in safeguarding procedures. They know it is their responsibility to take immediate action should they have concerns about a child or the behaviour of another member of staff. Comprehensive risk assessments have been conducted on the premises and for all the outings children are taken on and routine daily safety checks of the premises are conducted. Partnership with parents is good. Daily discussions, children's development records, notices and newsletters keep all parents well informed about their child, issues, the nursery day and events. Records, policies and procedures are well maintained and are used effectively to promote positive outcomes for children. Good partnerships with parents and specialist agencies are ensuring that individual children receive the additional support they need.

## **The quality and standards of the early years provision**

Children are well supported in their learning through staff's knowledge and understanding of the EYFS. Staff use guidance on the EYFS to plan a varied and enjoyable programme of play opportunities and activities, which appropriately cover the six learning areas. All staff contribute to the organisation of the activities through relevant observations of children's interests and enthusiasms. These link effectively into the provision of well planned individual, key group and whole group experiences. Assessment systems are good and are effective in identifying next steps in children's learning. Staff know the children extremely well as individuals and provide activities that reflect their interests, which promotes their learning further. Resources are very well set up to allow children to make choices and select for themselves, for example, a role play area is set up as a fire station. Staff interact effectively with children, asking appropriate questions to engage them in conversation to support and promote their communication and language skills.

Children are supported well by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in.

Children enjoy books and stories. Older children sit enthralled as a member of staff animatedly tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. They are confident in using books by themselves. They turn the pages from front to back and point to the pictures and text, recalling the story and demonstrating their increasing understanding that print carries meaning. Numbers and counting are used throughout the nursery. Children are encouraged to consider simple number problems and to count in their daily play. Younger children count out how many pencils there are to make sure there are enough pencils for everyone. Children use a range of construction toys and happily build detailed models of castles using different shaped bricks. Children express themselves creatively using a variety of media, such as musical instruments, imaginative, creative and messy resources. Babies eagerly select what they want to play with in their room or are given opportunities to make further choices about what they want to do, from a book of photographs.

Children have good opportunities to be creative and enjoy using boxes, paint, glue and sticky tape to design and make their own models. Children manage their own personal care, put on their own outdoor clothing and enjoy helping to clear away after lunch. They are able to maintain their attention and concentrate intently during group story sessions and activities and enthusiastically sing action songs with the staff. This develops their memory and language skills as they remember words and physical movements as they undertake the actions.

All children have very good opportunities to develop their physical skills. The nursery have successfully developed a free-flow system, giving children opportunities to support their learning in the classroom or the garden area as they are able to choose outdoor or indoor play. Children explore in all weathers, which includes splashing in puddles and making footprints in snow. There is a range of exciting activities in the garden, but planning does not always consistently promote all areas of learning. Children develop their physical skills inside as they use small tools, such as scissors to cut play dough and build with different construction materials.

Overall, children's health and safety are well supported. The hygiene routines children learn help to keep them healthy. Children learn about safety as they take part in practising the evacuation procedures, learning the routine so they are confident in the event of an emergency. Children enjoy healthy and home cooked nutritious snacks and meals. Children's behaviour is good. Children are very clear on expectations, boundaries and limitations. Excellent relationships are established with staff and children show care and concern for each other. Appropriate strategies, such as the use of a timers and topic work on friendships, encourage children to take turns and to resolve their own conflicts.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
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](http://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.