

# The Trees Day Care Nursery

Inspection report for early years provision

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**Unique reference number** 131616  
**Inspection date** 15/06/2009  
**Inspector** Judith Reed / Loraine Wardlaw

**Setting address** 188 Regents Park Road, Shirley, Southampton, Hampshire,  
SO15 8NY  
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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 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 a group of nurseries operated by White Horse Child Care Limited. The nursery opened in 1998 and operates from a detached house in Shirley, Southampton. The nursery is situated over two floors and has a secure, enclosed, outside garden. The nursery is open from Monday to Friday all year round excluding bank holidays from 08:00 to 18:00 and children attend on a part-time or full-time basis.

The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 83 children may attend the nursery at any one time.

There are currently 84 children aged from three months to five years on roll. The setting currently supports children with learning difficulties and also children for whom English is an additional language.

There are 18 members of staff, of whom all but one hold appropriate early years qualifications. The setting provides funded early education for three and four year olds.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are confident and busy as they make choices about their activities and begin to be independent. Staff know the children as individuals and provide toys and equipment which reflect many cultures. The staff endeavour to work towards continuous improvement and have completed self-evaluation documentation.

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

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

- ensure observation records are up to date and shared with parents regularly to set ongoing targets
- ensure only medication which is required each day is stored in medication drawer to ensure suitable medicine may be found quickly and protect children from the sun when necessary
- ensure standards of cleanliness are maintained throughout the nursery
- continue to develop support for children with English as an additional language so they are able to reach their potential

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

- ensure Ofsted is fully informed about staff changes and long term absence (Organisation)

01/07/2009

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

Children are safeguarded as appropriate recruitment procedures are followed and all staff are checked as necessary. A range of policies and procedures are in place to support staff and ensure children are safeguarded. Staff are aware of child protection procedures and a named child protection officer is in place. Risk assessments are in place and staff complete daily room check lists to ensure children's safety. Routine cleaning of equipment is not carried out frequently and some toys are dirty and incomplete. When accidents occur suitable record forms are completed and signed off by parents. Some children require medication while attending the nursery and parents complete the necessary permission forms. A large number of medicines and the two first aid kits are stored together, in a locked drawer, in the upstairs office and they are not easily and immediately accessible in an emergency situation.

The staff team work together to evaluate the whole setting. Parents take part in evaluation of the nursery and staff ask children their opinions also. The information is used to plan ongoing development for the nursery and to provide suitable activities for the children, however, the self-evaluation does not always appropriately target areas for improvement. Ofsted have not been kept fully informed about the staffing changes at the nursery as required.

Partnership with parents is developing. Staff gather information from parents when their children start. Parents also complete necessary documentation to ensure their child's health and safety. However, parents are not fully informed about their child's learning and development and staff do not yet share observation records or work with parents to set the next steps for learning. Parents are aware of their child's key worker and know they may see their child's records whenever they choose. Some parents say that they receive sufficient information from the nursery and feel welcome, although staff are unable to communicate with some parents due to language differences.

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

Children are settled in the nursery and independence is encouraged. They make choices about their own activities and staff use the children's ideas and favourite activities to lead the planning. The pre-school children enjoy free-flow activities inside and outside their play rooms. They put on their own shoes before going outside. The children use binoculars and magnifying glasses to observe ants and mini-beasts in the garden. They also dig in the earth and fill pots with soil in preparation for planting. Children are aware of how to care for plants by watering them. Children in the two to three years age group are supported to find their own jackets before playing outside. Staff are sometimes unaware of the weather conditions and do not routinely apply sunscreen when necessary or ensure the children wear their hats. Outside play for the younger children is mainly physical play using the climbing frame or manoeuvring pushchairs and tricycles around the garden. The very young children in the baby room and the one to two years groups are carefully brought downstairs to the garden for a session in the garden.

Staff make regular observations of children's activities to add to their learning and development records. Young children enjoy exploring cardboard boxes and tubes, as well as the role play equipment and the sand. Staff are available to talk to the children about their activities and support them when required. Children in the two to three age group and the pre-school all enjoy listening to stories and tapes. They enthusiastically join in singing songs with the music or using finger puppets to depict characteristics of the animals in the story.

Children's good behaviour is praised and encouraged throughout the nursery. Staff are kind to the children and act as good role models. They encourage 'kind hands' in the younger children's rooms to prevent children hurting each other. The special educational needs co-ordinator is responsible for behaviour management issues throughout the nursery and works closely with outside agencies to use the same strategies when managing challenging behaviour. Staff also work closely with parents to support some children. However, children with English as an additional language are not always well supported to develop to their full potential. Staff are unable to communicate with some parents as translated documentation is not available. Key words in the children's home language are not available and suitable multi-cultural resources and dual language books are not always in the appropriate rooms.

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
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?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **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