

Yew Tree Nursery

Inspection report for early years provision

Unique reference number 511150
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Inspector Elaine Douglas

Setting address Yew Tree Farm, Tarnock, Axbridge, Somerset, BS26 2SA

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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

Yew Tree Nursery is privately owned. It opened in 1998 and operates from two large playrooms for pre-school children, two baby units, two toddler rooms and a dining room shared by all the children, in a purpose-built building. Each unit has direct access to their own secure enclosed outdoor play area. It is situated in the rural village of Tarnock, near Axbridge. The nursery is open each weekday from 07.00 to 18.30 all year round except for Bank Holidays, and closes between Christmas and New Year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 100 children may attend the nursery at any one time. There are currently 150 children in the early years age group, some in part-time places. The setting also offers a breakfast club, after school care, a holiday club and ad hoc places for children up to 13 years. The nursery staff pick up and drop off children from Axbridge, East Brent, Lympham, Sexeys, Shipham, Sidcot, Weare, Wedmore and Mark schools. The nursery currently supports a number of children with learning difficulties and/or disabilities or children who speak English as an additional language. The nursery provides funded early education for three and four-year-olds.

The manager and deputy employ 29 members of staff, 24 of whom hold a level 3 early years qualification; one member of staff is working towards a level 4 qualification and one is working towards a level 3. Staff are supported by a part time administrator, two chefs, a kitchen assistant and two cleaners.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The partnership with parents and others is the particular strength of the setting, and ensures that children's welfare and learning and development requirements are met with success. Consequently, children make good progress, given their age, ability and starting points. Good use is made of the self-evaluation system which includes feedback from parents and children. This means that the provision continually looks for ways to improve and ensure good outcomes for children. Good procedures help to safeguard children and ensure an inclusive provision, where the needs of all the children are met very well and any additional support provided.

What steps need to be taken to improve provision further?

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

- ensure all children develop good hand washing procedures to further promote healthy practices
- ensure children's times of arrival are accurately recorded in all areas of the nursery

The leadership and management of the early years provision

The enthusiastic staff team work together well to provide a welcoming, attractive environment in which children are effectively supported in becoming independent learners. The management team regularly meet to try to ensure consistency in the quality of children's learning experiences. Several systems are in place to evaluate the provision and ensure actions for improvement are implemented. For example, staff evaluate the activities each week, parent and children's questionnaires are used to gain feedback, and supervisors meet with their staff on a one-to-one basis. The evaluation of the outcomes for children has highlighted actions, such as more staff to be trained in using Somerset Total Communication and older children to be involved in risk assessments to extend their awareness of safety. The planning and assessments have been reviewed and updated to include parents' contributions, which was a recommendation at the last inspection.

There are robust procedures in place to ensure that all staff are appropriately vetted and they have all attended relevant training. The manager is committed to supporting staff in continually updating and extending their knowledge and skills. Regular staff meetings and annual appraisals are used to ensure staff are aware of their roles and responsibilities, and identify any future development. One member of staff has gained a Forest School qualification and plans exciting activities which challenge children in the natural world. All necessary documentation is in place and stored confidentially, while being assessable for daily use. Children's attendance is accurately recorded in most areas. However, this is not consistent throughout.

Staff develop very strong partnerships with parents and other agencies, which contributes significantly to ensuring children's individual needs are met and they receive any additional support. 'What makes me unique?' forms have been introduced which are completed by parents on behalf of their children every half term. Extensive information is available to parents; each unit has their own notice board with policies and procedures, information on staff, the menus and activities. Parents have opportunities to attend open evenings or mornings, and both formal and informal discussions with the child's key person. Daily communication books are used to exchange information with parents on their babies' care and learning.

The quality and standards of the early years provision

The nursery provides a safe, secure environment where children of all ages access stimulating activities which support their learning and development. Consequently, children make good progress. In the pre-school room children benefit from independently accessing very good resources in the enabling environment. For example, children balance planks of wood on tyres and use them to balance. This promotes their problem solving skills as they work together, their knowledge and understanding of the world as they construct on a large scale, their communication skills and their physical development. Very good use is made of daily routines to promote children's learning. For example, as they help prepare the snack they use knives safely for cutting, peel oranges and engage in conversations about healthy eating. Staff listen to children, value their contributions and facilitate child initiated

activities. For example, when children notice the pips in apples, the member of staff engages them in conversations about where apples come from and later they are able to plant them. Outside children build their own den from natural resources and make their own cars from cardboard boxes. They water fruit and vegetables they have grown in the Poly Tunnel and search for mini beasts in the compost.

Staff make regular observations of the children's achievements and interests, and link these to the early learning goals, to effectively plan for their next stages of development. Consequently, children make good progress because each week their key person ensures the planning meets their individual learning needs. The introduction of a 'wow' box is used for parents to contribute observations of their child's achievements at home. Link books are used between parents and any other setting providing care, so that staff are aware of children's complete development. Babies explore toys using all their senses. Communication skills are encouraged through good interaction from staff. For example, staff use puppets and books, and respond and answer to babies babbling. They use open ended questions and introduce new vocabulary.

Children have good opportunities to work in groups, devise solutions to problems and build good relationships. Resources in all rooms are stored at children's height to encourage independence and to support development. All children help to take care of the environment and to share. Children develop generally good practices which promote their awareness of a safe and healthy lifestyle. For example, all children access the outside areas and enjoy physical activities, such as dancing, and music and movement. These are reinforced with the use of Somerset Total Communication to ensure inclusion. Babies and toddlers sleep and have their nappy changed according to their individual needs. All children enjoy healthy cooked meals and have access to fresh drinking water. Children wash their hands after using the toilet and before eating. However, this is not consistent in all rooms. Children wear hats and cream before going out in the sun and older children are taught how to manage risks safely during Forest School activities.

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?	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?	1
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

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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