

# Pear Tree Nursery/Kidzone

Inspection report for early years provision

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**Unique reference number** EY344683  
**Inspection date** 14/10/2009  
**Inspector** Carys Millican

**Setting address** Mary Street, Longtown, Carlisle, CA6 5UG

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**Type of setting** Childcare on non-domestic premises

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## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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## Description of the setting

Pear Tree Nursery/Kidzone is managed by Longtown Childcare Trust Ltd. It opened in 2006 and operates from four rooms in the former junior school building in Longtown, approximately nine miles north of Carlisle. A maximum of 50 children under eight years may attend the setting at any one time. The nursery takes children from birth to five years and is open each weekday from 8am until 6pm. Kidzone is open before and after school each weekday until 6pm and during school holidays. It takes children from four years of age and also offers care to children aged eight to 11 years. Children have access to an enclosed play area.

There are currently 36 early years children on roll. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities, and children who speak English as an additional language.

There are eight members of staff employed by the setting. Seven staff members including the manager who work directly with the children hold appropriate early years qualifications. The provision receives support from the local authority. The setting is a member of the National Day Nursery Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Teamwork is a main strength of the trustees, acting manager, and staff of this significantly improved setting. They demonstrate a capacity to continually improve the service provided and through the continuing reflective self-evaluation processes in place recognise that there are areas for further development. Children feel safe and secure as they enjoy themselves playing and learning within the well resourced and generally well organised environment. Children's individual needs are met through discussion with parents and ongoing observation and assessment show children are making steady progress in their early learning.

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

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

- ensure the corridors are kept clear from obstructions including children's prams and pushchairs
- obtain information about children's developmental starting points and identify the next steps in children's learning to inform planning
- promote children's independence and self-help skills in everyday routines and practices
- develop children's understanding in ways of looking after the environment
- encourage parents involvement in their children's learning and continue to establish links with school nursery to complement the learning taking place.

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

Children's welfare is promoted. The trustees and staff ensure there are robust safeguarding procedures in place to protect children. Recently reviewed procedures are readily available to staff and parents, thereby, ensuring that the setting's and staff responsibilities are clearly understood. Staff keep up to date with training to ensure that all are able to work together to protect children. Stringent checks are carried out to make sure that all staff are suitable to work with children and those waiting for suitability checks are constantly supervised. Risk assessments are completed and routine daily checks are completed throughout the setting; this means that hazards are noted, minimised or removed. However, due to the number of pushchairs brought to nursery the corridors appear congested and this may restrict the evacuation procedure in an emergency especially with the younger children. Children's health is promoted. Staff and children enjoy healthy nutritious snacks and hot cooked meals prepared in the local school kitchen. Children's dietary needs are adhered to and packed lunches are stored appropriately in the nursery kitchen.

The Trustees and 'acting' manager are a dedicated and motivated group of people who demonstrate a clear commitment to reviewing and improving the setting's practice and, therefore, the outcomes for children. They listen to suggestions from designated workers and positively take on board the clear action plans set to address areas for improvement. For example, recent changes include the reorganisation and refurbishment of the frog room to improve the use of space and offer children additional opportunities to access continuous provision. Staff are supported in attending further training and show a genuine enjoyment of their work. This creates a positive environment, where children enjoy their play and learning. Resources are used well to support children's learning and development. For example, children use a selection of natural objects, and sensory and heuristic play materials.

Parents express how much their children enjoy attending and wish they could have them attending more sessions. They express how well the children are cared for by their individual key workers. Staff talk to parents on arrival and collection. Most information is shared verbally. There is limited written information exchanged or guidance for parents on how they can help with their children's learning at home. Parents receive information about the setting on registering, for example, a detailed prospectus and welcome letter, regular newsletters, daily discussions with staff and open evenings, where parents can talk with their child's key worker. The setting has established links with the school nursery teacher. She has shared her invaluable expertise with the staff developing planning for children and preparing them for the transition to school. Information sharing processes in order to complement the learning taking place in school, however, have not been established.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy and achieve. They make steady progress in all areas of learning. They are supported in achieving by staff who have a sound understanding of the Early Years Foundation Stage. They observe and assess children's development and use this information to inform progress charts. However, the next steps in children's learning are not noted to inform future planning to support and promote individual development. Children's developmental starting points are not obtained from parents or regularly reviewed with parents to discover if there are any changes in their interests at home.

Children are happy and contented. They feel welcomed and valued because their views and interests are reflected in the daily planning. For example, children enjoy the story about the bear hunt. Staff build on what happens after reading this book and the planning for the day is adapted to include this interest. The environment is attractive and accessible, enabling children to make independent choices. Children access natural materials such as metal and wood, and sensory and heuristic play opportunities as they play. They enjoy using alternative materials in small trays, such as chocolate rice krispies which children spoon into containers and listen to them crunch. Children's play is enhanced and their knowledge extended because staff play alongside them and extend their learning. Children enjoy outdoor activities. They laugh and shout as they hide under the parachute and confidently use the larger apparatus. Children physical skills are promoted as they ride trikes and push prams around the safety surfaced play area.

Children develop good skills for the future which promotes their economic well-being. Staff extend children's language skills through the use of open ended questions during activities and interactive circle times. Children are encouraged to choose a picture from the song wall or song bag and all the children sing the song represented. They enjoy looking at books and talk about the story making up their own. The rooms are interesting stimulating and language rich. There are numerous examples of the written word around the room to promote their understanding that marks have meaning. Children enjoy role-play which extends their understanding of the wider world, offering them the provision of equipment, such as telephones and cash registers. They recognise colours and count correctly in a sequence of numbers. Children are beginning to learn about diversity of the wider world in topics which look at their own community and that of other countries. However, there are limited opportunities created in the nursery to help children understand about ways of looking after the environment.

Children play well together and behave through the consistent approach to behaviour management. Children feel safe, secure and valued. Staff encourage children to share and cooperate with each other which helps with developing social skills. They are confident within the setting and are, therefore, actively involved in their learning. They select resources and play happily on their own or with other children and staff.

Children begin to learn about keeping themselves healthy. They follow hygiene

routines of hand washing before eating, however, independence at these times is restricted when using the adult sink in the 'tadpole' room. Healthy eating is encouraged. Children are beginning to learn how to keep themselves safe through activities, such as helping to tidy up and road safety when on outings. All children and staff frequently practise the evacuation procedure in conjunction with the school next door.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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