

Holly Trees Day Nursery

Inspection report for early years provision

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| Unique reference number | EY334874 |
| Inspection date | 08/07/2009 |
| Inspector | David Shepherd |

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| Setting address | St. Stephens C of E First School, Mabey Avenue, REDDITCH, Worcestershire, B98 8HW |
| Telephone number | 01527 591739 |
| Email | info@hollytreesnursery.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 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

Holly Trees Day Nursery (formerly KidsCare Unlimited-St Stephens) opened in 2006. It operates from the nursery rooms with associated facilities within the Children's Centre adjacent to St Stephen's First School, Redditch. In addition, the nursery uses an additional room within the Children's Centre for crèche purposes and for before, after school and holiday clubs. The nursery also has use of the school's foundation stage unit for the afternoon sessions and the school hall for weekly physical education sessions. The nursery has an extensive outside area that includes hard surface and grassed area. Disabled access is through the main entrance.

The nursery is registered to care for a maximum of 34 children from birth to eight years for day care and 16 children for out of school care in the children's centre. They can also care for an additional 32 children in the school. There are 60 children on roll in the nursery, all of whom are in the early years age group. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those for whom English is an additional language. The group opens five days a week all year round. Sessions are from 08:00 until 18:00. Twelve staff work with the children on a rota basis. Of these, well over half have appropriate early years qualifications. The nursery works very closely with St Stephens First School and children's centre. The nursery is on the Early Years register and the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Provision at Holly Trees Day Nursery is outstanding. It meets children's individual welfare and learning development needs excellently. Relationships between staff and children of all ages are exceptionally good and children respond willingly to the activities provided for them. A wide variety of interesting indoor and outdoor activities is provided for the children, including the babies, that reflects all aspects of Early Years Foundation Stage provision. Links with parents are excellent. The owner, manager and staff continually review their practice and have an excellent capacity to improve provision further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure parents receive a portfolio of their children's achievements subdivided into the six areas of provision.

The leadership and management of the early years provision

The owner, manager and staff have developed a wide range of useful policies and established procedures that ensure the safe and efficient management of Early Years Foundation Stage provision. Children are supervised by well-qualified staff. All but one member of staff have Early Years qualifications. All staff are receiving further training in topics such as food hygiene, child protection and speech and language. Two staff are planning to follow degree courses in Early Years education. All staff have a paediatric first aid certificate and are CRB checked.

The room co-ordinators for each of the staff teams for the nursery age children (Little Walkers), toddlers (Little Movers) and babies (Little Explorers) review the provision for the children in their care and plan for the next week. They are given non-contact time each week to carry out this task. Planning for nursery age children is very closely linked to that of the school and represents excellent practice. Planning for the Little Movers and Little Explorers includes the activities in which the children will be engaged and a detailed evaluation with photographs indicating the impact of the planning in practice. All this is made available for parents to see outside each of these rooms. This is very useful for parents but offers too much detail. The planning does not include the intended learning outcomes for the activities. The whole staff team meet monthly to discuss wider issues of provision such as food hygiene and safeguarding. The nursery has been awarded the bronze level in the quality assurance scheme 'Promoting Health in the Early Years' in recognition of the high quality of its provision. Provision for children with additional educational needs is outstanding. The owner, manager and staff are making good use of the national guidance on self-evaluation. The initial draft of this is too descriptive and does not include enough information about the impact of provision and the points for improvement do not state the outcomes for children. In spite of this, the overall quality of self-reflection and evaluation indicates that the capacity to make improvements is outstanding.

Staff are deployed very effectively. A key worker system is in place for all children and displayed photographically on a notice board for parents to see. Key workers know their children very well and assess and record the progress they are making. Key workers compile 'Learning Journeys', a portfolio of achievements children have reached. These are not easy to follow because they are not sub-divided into each area of provision so children's progress in each of these areas cannot be identified. Portfolios include photographs, samples of children's work and observations by staff with next steps in learning identified. In addition, records are in the process of being kept about children's progress using the local authority's Foundation Stage Profile format that is used by the school. The portfolio and the local authority profile are then given to the school. However, although parents see the portfolios, they are not given them when children leave.

All children are included in activities and are encouraged to do so by staff who keep an eye on what each child is doing. The needs of all children, including the youngest babies, are met very well.

Links with parents are excellent. Parents have access to staff planning and evaluations of that planning in all six areas of learning. They contribute to improvements at the nursery by responding to questionnaires that ask for responses to questions such as, 'Are there any improvements that you would like to recommend?' or 'Does your child enjoy the setting?' They have access to a range of key policies including the complaints policy. A timetable of activities that take place each day is also available to parents. Easy to read newsletters are sent out regularly informing parents about events at the centre. Parents are invited to special events such as 'The Teddy Bears Picnic' the 'Halloween Party' and 'Fun Day'. The admission form includes all the information required, including parental permission for seeking medical treatment and applying sun cream.

The quality and standards of the early years provision

Staff look after the welfare needs of children excellently. They ensure that the children are safe. The premises are very secure. The accommodation is purpose built and the furniture, equipment and toys are suitable and in very good condition. Risk assessments are carried out daily for indoor and outdoor activities that take place in the nursery. Children are closely supervised at all times.

Children eat healthily in the centre. The lunch menu is changed monthly and includes healthy options such as ham, cheese, quiche, tomato, cucumber, malt loaf and fruit. Cold water is available for children at any time. Good emphasis is placed on children washing their hands after going to the toilet and before having their lunch. Children eat their healthy snacks sensibly, sometimes outside. They have free access to fresh air with outside play at any time. The nappy changing area is well equipped and includes washing and drying facilities.

Children enjoy playing with toys, equipment and materials. They behave well and respond positively when asked to carry out activities. During the inspection, nursery children were busily engaged in outside activities such as sand and water play and digging in the soil. Little Movers rode on bikes and played creatively with prams and dolls. Some played in the sensory room watching bubbles and patterns created by reflections. They enjoyed the soft play area. They clearly had enjoyed the activities that arose from the story of 'The Very Hungry Caterpillar' as displayed on the wall. Little Explorers enjoyed playing with shakers, push along toys and climbing up steps and walking down the ramp. They liked seeing themselves in the reflective surface in the outside area. They relaxed for their sleep in the fresh air. The play areas were a buzz of happy children enjoying what was being provided for them.

Children behave well. They willingly help out, for example, some helped to tidy up after playing with toys. However, others were not so keen to do so. They walk around the rooms sensibly and consider other children and adults when carrying out their activities. They play well together, for instance, in the outside area or when playing indoors. All this helps to keep them safe and free from unnecessary accidents. It makes them good early learners and helps them prepare for the next stage in their schooling.

The balance and range of inside and outside activities are outstanding. They reflect the six areas of provision for children of Early Years Foundation Stage age. Outside activities take place each session and during the good weather they are mainly outside. Children play outside when they wish to do so. Staff take advantage of this and develop their skills and thinking during these activities. This is particularly impressive. Children have good opportunities to choose their own activities as well as being directed by staff at times to carry out tasks together, for instance, listening to a story or having a snack. Provision is varied and this keeps the children interested and involved in what is on offer. It is also very well tailored to meet 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

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 1 |
| How well does the provision promote inclusive practice? | 1 |
| The capacity of the provision to maintain continuous improvement. | 1 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others? | 1 |
| How well are children safeguarded? | 1 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 1 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 1 |
| How well are children helped to stay safe? | 1 |
| How well are children helped to be healthy? | 1 |
| How well are children helped to enjoy and achieve? | 1 |
| 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? | 1 |

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Annex B: the Childcare Register

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