

# Tree Tots Day Nursery

Inspection report for early years provision

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**Unique reference number** EY385558  
**Inspection date** 14/12/2009  
**Inspector** Alexandra Brouder

**Setting address** 115 Loughborough Road, LEICESTER, LE4 5LN

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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

Tree Tots day nursery opened in 2009 and operates from a large house in the Belgrave area of Leicester City. The nursery is open each weekday from 8.00am until 6.00pm 51 weeks of the year. The premises are accessed via steps leading up to the front door, with additional stairs leading to the first floor where pre-school children are cared for. There is a fully enclosed area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 61 children may attend the nursery at any one time. There are currently 13 children on roll, all of whom are within the early years age group. The setting supports children who have English as an additional language but there are no children in attendance who have special educational needs and/or disabilities.

Four staff work at the setting, including the manager, three of whom hold appropriate early years qualifications. One member of staff is a qualified teacher within early years.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Management and staff have a sound awareness of the requirements for the learning and development within the Early Years Foundation Stage (EYFS) requirements, but are not yet secure in their knowledge and understanding of the welfare requirements within this framework. Consequently there are weaknesses within the setting that impacts on the health, safety and wellbeing of children. Staff know the children well and in the main, provide an environment in which children are able to access a range of suitable resources and activities to meet their needs. The setting is sufficiently inclusive, however, systems to obtain effective information from parents and carers before children begin is not yet robust to support their health and wellbeing as well as establishing appropriate starting points in their learning and development. The setting has not established an effective system to evaluate their performance overall and, therefore, has not recognised significant weaknesses in the range of records, policies and procedures in place.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that necessary steps are taken to safeguard 14/12/2009

and promote the welfare of children, with particular regard to the recording of any concerns about children's welfare that may arise (Safeguarding and promoting children's welfare)

- keep written records of all medicines administered to children, and inform parents (Promoting good health) 14/12/2009
- make available records of information used to assess staff suitability including the unique reference numbers of Criminal Records Bureau disclosures obtained and the date on which they were obtained (Suitability of adults) 28/12/2009
- request written permission from parents, at the time of the child's admission to the provision, for seeking emergency medical advice or treatment (Promoting good health). 28/12/2009

To improve the early years provision the registered person should:

- develop further assessments of children's progress and identify next steps for their learning to ensure they make maximum progress, also develop systems of involving parents in this process
- ensure the system for seeking information when children start to attend extends to all children to enable the individual needs of each child to be met
- develop a culture of reflective practice and self evaluation to identify strengths and priorities for development that will improve the quality of provision for all children
- ensure resources are effectively deployed at all times
- improve the systems for the collation of records which are required for the safe and efficient management of the setting to ensure they are readily available, with particular regard to evidence of staff qualifications.

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

A clear policy and procedure is in place, which staff have knowledge of, to alert them to any concerns that may arise with regard to the protection of children. However, in practice this is not effective, as staff do not keep appropriate records should concerns arise about a child's welfare, impacting on their safety and wellbeing. In addition to this, records are not maintained with regard to the administration of medication and written consent is not obtained from parents, on entry, for the seeking of emergency treatment or advice, thus compromising children's health and wellbeing. The manager has ensured that all staff have completed checks with the Criminal Records Bureau (CRB) to confirm they are suitable to work with young children, but confirmation of this is not in place for some staff. Further to this, evidence to show how the process for how staff have been suitably recruited, such as references and qualifications, are not accessible or available for inspection, potentially impacting on children's welfare. Children receive care in a safe and secure nursery environment because detailed risk assessments are in place and daily checks are completed by all staff on areas used

by children. All required policies and procedures are in place, but not always followed effectively in practice.

Although, actions have been met which were raised at a recent visit, the management have not yet introduced a system to evaluate the overall performance of this setting which means that significant weaknesses have not been identified or addressed to secure ongoing improvements. Consequently, there is limited capacity for improvement. However, the manager and her team are keen to move forward and to improve outcomes for children. Children are happy to attend the setting and staff are deployed effectively within the setting to best support the play and learning of all children that attend. They use an interesting range of resources which promotes equality and diversity appropriately, although, toys and resources are not always organised effectively to best support individual children's learning and development.

Ratios of staff to children are well maintained. Staff are aware of the benefits of linking with other settings that children may attend, however, this is not yet required as no children present attend any other settings. The management and staff are very welcoming to parents and speak to them daily about how their child has been and what they have enjoyed doing. However, information is not obtained consistently from parents on what their children can do as they begin at the setting and procedures to share more formal feedback are not yet robust, which limits their involvement in their child's learning. In addition, not all required consents are obtained from parents, which impacts on children's health and wellbeing.

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

Staff have a sound knowledge and understanding of the EYFS learning and development requirements. As a result, children, in the main, are provided with a satisfactory educational programme that enables them to make sufficient progress across the six areas of learning towards the early learning goals. Planning is in place to ensure that children are offered a range of activities and resources each day, however, these are not yet consistently evaluated to show what children achieved or enjoyed. In addition, observation and assessment of children is not monitored consistently to enable staff to clearly identify the next steps in their learning, impacting on the challenge and differentiation offered to some children. As a result, children do not make as much progress as they could. Organisation of toys and activities is satisfactory in the main and there are times that all children come together for play. During these times, staff do not always offer toys and resources which effectively support the age and stage of development of all children. For example, a toddler wished to use a rocking horse in the baby room but was told by a member of staff that they were too big for this. No attempt was made to obtain a rocking horse from the toddler room that was more suited to their needs, leading to insufficient challenge for this child, at this point in the day.

Children are happy to attend and have formed secure relationships with staff. A key worker system in place and children are cared for by staff who sensitively

reassure them when they are upset. Staff know the children well and actively support their communication by using children's home language to ensure that they have a voice within the setting. Children's home culture is celebrated in the nursery. If children are bilingual staff learn some words in their home language to use in addition to supporting their use of English. They feel valued and explore diversity because staff ensure that their needs are fully addressed and met within the setting, such as through the provision of reflective images within toys and through activities which promote a variety of festivals.

Children are generally confident and at ease with visitors. They behave well and spend time engaged at their chosen activity, either on their own or with the support of adults. Some children are beginning to play alongside others, for example, children were observed to access the messy play area, which consisted of bark chippings and one child copied another to shovel the chippings into containers and then tip out again, laughing at one another as they did so. They show increasing independence when carrying out activities, although, this is not always fully supported, due to the organisation of the areas that children access at times. Children enjoy books and listen to staff as they share these with them. Older children begin to look at books for themselves and inform the inspector to 'shushh' as directed in the book that they show them. Text is used to display children's names and around the nursery rooms, enabling children to know that print has meaning. Opportunities for mark making are sound as children are invited to paint their 'angels' for Christmas and use pencils and paper in role play areas.

Children's problem solving skills develop as they attempt simple puzzles and use stacking bricks and shape sorters in their day to day play. Staff plan activities to challenge them in this area through making junk models and matching shapes together with the dominoes. They begin to explore number as staff sing number rhymes with them before meal times. However, opportunities are missed within this area as staff do not encourage children to count how many children are present for dinner, or talk about the shape and colour of things in every day conversation, for example, the plates and cups that they use. Children's knowledge and understanding of the world develops as they use a range of battery operated equipment such as tills in the shop and cause and effect toys. They are beginning to explore the world in which they live through a range of planned craft activities, books and role play equipment and go on outings in the locality to gain a sense of belonging and to feel a part of the wider community. They use a sound range of equipment to promote and extend their physical skills as they place chairs to a desired place and sit on them and use a range of ride on toys and small slides in the outdoor area. Their small muscle skills are used well as they handle and use a range of tools successfully, such as glue sticks, paint brushes and spades in the messy play. Babies and young children have sound opportunities to explore different textures as they are observed to sit and feel the varied types of paper that staff have put into a floor tray, scrunching and crunching them as staff use words such as 'soft', 'crinkly' and 'shiny' to describe these to them. Varied painting activities are planned for children to take part in using a range of brushes, printing objects or their hands to explore their creative abilities. Children happily and readily engage in singing activities and have opportunities to use the musical instruments on a regular basis.

Children begin to show a developing awareness of safety issues as they carefully move from area to area within the nursery building and handle and use the toys and equipment appropriately, with the guidance of staff. However, children's safety is compromised as not all consents are obtained from parents to support their health and welfare and safeguarding procedures are not always carried out effectively to ensure that children are protected from harm. Children's awareness of their own personal hygiene is developing as they know to wash their hands before all meals and snacks and after using the toilet and messy play equipment. Their risk of cross infection is minimised as parents are requested to not bring children when they are ill and children are given gentle reminders to use their hand when they cough and can easily access tissues to wipe their nose. Meals that are provided are nutritious and enjoyed by the children. Information is obtained from parents before children begin regarding their health and dietary needs to ensure that any foods that they cannot have are not offered to them. Children have regular access to drinks to ensure that they remain hydrated.



## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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

The quality of the provision in the Early Years Foundation Stage	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
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	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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable people) 28/12/2009
- take action as specified in the early years section of the report (Promoting good health). 14/12/2009