

The Trees Day Care Nursery

Inspection report for early years provision

Unique reference number

131618

Inspection date

30/06/2010

Inspector

Anne Mitchell

Setting address

The Trees Nursery, 50 Westwood Road, Portswood,
Southampton, Hampshire, SO17 1DP

Telephone number

023 8067 8888

Email

trees3@thetrees.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Trees Day Care Nursery (3) has been registered since 1994. The nursery is privately owned and is part of a chain. It operates from 10 rooms on two floors, in a house close to Southampton city centre. The nursery serves families from a wide geographical area.

The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. A maximum of 82 children may attend at any one time. There are currently 82 children on roll. Of these 30 are in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery supports children for whom English is an additional language. The nursery is open from Monday to Friday from 7:00am until 6:00pm all year round.

The nursery employs 20 staff who work directly with the children, 17 of whom hold relevant qualifications in childcare. Many of the staff are on training courses to achieve higher levels of qualification. The nursery also employs support staff to cook, clean and maintain the premises.

The nursery receive support and advice from the local early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress towards the early learning goals and are happy and settled at the nursery. Their interests and enthusiasms are observed by their key person who tailors future play to meet their needs. Children enjoy a balance of adult led and child initiated play opportunities. There are secure systems in place to monitor the provision and to plan for continued improvement.

What steps need to be taken to improve provision further?

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

- develop staff knowledge and understanding, systems and resources to ensure consistency throughout the setting in promoting equality and diversity, while acknowledging children's linguistic backgrounds
- ensure information is consistently received from the outset about children's starting points to ensure their individual needs can be successfully planned for and met, and provide opportunities to ensure parents are involved in their children's learning
- ensure specific times of day are effectively organised, and that resources are properly clean and suitable for use.

The effectiveness of leadership and management of the early years provision

The systems to ensure children are protected from harm and neglect are secure. Staff have attended child protection training and are clear about the procedures to follow in the event of identified concerns. Comprehensive risk assessments and daily checklists in each room ensure all equipment and play areas are safe for children to use. Rigorous systems to recruit and vet new staff ensure that all adults working with children are suitable to do so. Clear induction procedures mean that all staff are familiar and knowledgeable about the setting's policies and procedures.

The provider uses a variety of systems to monitor and assess the provision. These include using and updating the Ofsted online self evaluation form, and seeking the views of parents through regular questionnaires. Managers observe practice in each room and complete a 'Quality of Standards' form, providing feedback to staff about good practice observed, as well as areas for development. Staff attend regular training events and cascade training to others during staff meetings. The setting is well supported by the local Early Years Support Teacher.

Management liaise closely with local schools organising visits for the children who will attend in the autumn term. Children are enthusiastic about their visits and talk about them positively. This supports children in the transition from nursery to school well. Liaison with other professionals to support children with additional needs ensures extra support can be provided if required. Links with parents are good. Staff communicate with them on a daily basis, providing written information about their children's daily routines at the nursery. Parental contributions to children's observation files are encouraged by staff, but this practice is not fully consistent throughout the nursery.

Children are provided with a broad range of age appropriate resources inside and out, and generally staff are deployed effectively throughout the nursery to support children's learning and development. Posters that provide positive images of diversity are prominently displayed and there are some multicultural dolls, miniature play and books. However, in some areas of the nursery this is inconsistent, as is staff knowledge and understanding of children's linguistic background. Activities and play opportunities are generally well organised and staff deployment works well most of the time. However, at times, delays at lunchtime result in toddlers becoming restless.

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

Children make good progress in all areas of their learning and development. Key staff know their children well and provide a varied range of activities that interest and challenge them. Babies explore the sensory toys, treasure basket and percussion toys. They giggle as they pull themselves up on the bar to see themselves in the mirror. Staff interact well with babies, providing cuddles and reassurance and lots of verbal interaction to support their emotional development.

Younger toddlers enjoy high levels of interaction as the staff say 'How many bricks can you balance? Hey well done!' Children in this age group also have easy access to age appropriate toys from low level storage and easily accessible role play and books, promoting their developing independence. Children throughout the nursery also have access to a sensory room, with soft lights, music and textural equipment. Older toddlers enjoy free access to the garden throughout the day. Children find a spider's web and a ladybird in the playhouse. A member of staff engages them well talking about the colours, and one of the children says 'I think it's a baby ladybird'. Children find seeds to throw in the air and watch as they spin down to the ground.

Older children make biscuits and recall the ingredients they use and how they make the dough. They talk enthusiastically about the shapes they make and who will share their biscuits at home. In the garden children are creative, using their imaginations well as they paint the wall in different coloured patterns. Resources around the nursery are clearly labelled, enabling children to understand that words carry meaning, although labelling does not fully reflect the linguistic background of some children who attend. The quality of planning for individuals, observation and assessment is good. Learning journeys are completed for each child, including regular observations. These identify children's individual needs, and play is tailored specifically to narrow the achievement gap.

Children's safety is effectively promoted throughout the nursery. There are good systems in place to record children's arrival and departure and the premises are secure. Low-level resources throughout the nursery ensures children can make choices safely. Children use toys and equipment safely and staff reinforce good practice, reminding younger children not to throw bricks and what might happen. Older children clearly understand issues about their own safety, taking turns, tucking in chairs and supporting each other on the wooden bridge in the garden. Children's health and welfare is sufficiently promoted. Meals and snacks are generally healthy and balanced. In the baby unit a 'no shoe' policy ensures this area remains clean. Good nappy changing procedures are followed to limit the spread of infection and ensuring children are emotionally secure and content. Older children follow clear hand hygiene routines and understand the importance of this. Children enjoy fresh air and exercise in the nursery garden, or on local outings. Sun safety is well promoted as children apply sun cream and put their hats on in sunny weather. However, systems to ensure all play equipment are properly cleaned are less successful. Children are well behaved throughout the nursery. Staff are good role models and encourage children to share and take turns, using a timer where necessary as a visual aid. With staff support children have developed their own 'golden rules' and these are displayed at their level as a reminder. A positive behaviour management policy is shared with parents and carers from the outset.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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
--	-----