

Tall Trees Kindergarten

Inspection report for early years provision

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Inspector

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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).

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

Tall Trees Kindergarten opened in 2006. It operates from premises in Oldford, Frome, Somerset. The lower two floors are used for the nursery and the nursery owner lives with her family on the third floor. The nursery is open weekdays from 8am to 6pm for 51 weeks of the year. All children share access to a secure outside play area and forest school activities.

The nursery is registered by Ofsted on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is registered to provide care for 51 children under eight years. There are currently 150 children on roll; all are in the early years age range.

There are 20 members of staff employed, most of whom hold appropriate teaching and/or early years qualifications. Of these, there are two qualified teachers one of whom holds a Level 4 Montessori Early Childhood Diploma and one member of staff has achieved Early Years Professional Status (EYPS). The manager is currently undertaking her EYPS also. The nursery operates according to the Montessori ethos and provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery offers a fully inclusive environment where children settle to be secure and extremely happy. Highly developed knowledge of children's individual needs ensures that the caring, enthusiastic staff successfully promote all children's welfare and learning. As a result, every child makes excellent progress, given their age, ability and starting points. From a young age, children gain an excellent understanding about the importance of a healthy lifestyle and how to keep themselves safe. Partnerships with parents are highly developed, and meaningful links with agencies and other providers with whom children have contact are significant in ensuring their individual needs are consistently met. Excellent reflection and self-evaluation ensure that plans for the future are fully focused to bring about further improvement to the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- include the views of staff, parents and children in the self-evaluation.

The effectiveness of leadership and management of the early years provision

High levels of organisation, drive and motivation of staff ensure that children are happy, and have positive experiences. They are well cared for in a secure environment where their health and safety is of the highest standard. The staff are all vetted and have an excellent awareness of their responsibilities for the safeguarding of the children in their care. Children are fully taught to keep themselves safe, for example, when moving around the nursery environment. Indoor and outdoor spaces, furniture, equipment and toys are entirely suitable and safe, while continuous risk assessment is highly effective in minimising hazards. Detailed policies are frequently updated and all records are highly maintained to support the excellent care offered to children and their families.

The staff are meticulous in constantly improving partnerships with parents. There are clear systems to actively work with other providers delivering the Early Years Foundation Stage for continuity of care and sharing of relevant information to benefit children. These approaches enable them to respond swiftly to any identified learning and development needs. Parents' ideas and suggestions are all listened to and responded to in a very sensitive and efficient manner. The families have high levels of confidence in the staff who continually strive to provide children with a wealth of high quality, challenging resources in rich and varied learning environments. Parents share their child's experiences as very happy ones and they themselves are extremely happy with the care and service provided by the nursery. Parents say 'they can not fault it'. Staff promote equality of opportunity in all that they do. As a result, every child receives the maximum level of support they need and therefore, progress at a rapid pace. The nursery is highly inclusive because of the staff's in-depth knowledge and clear understanding of each child's background and needs.

Excellent management of the highly qualified staff ensures their ongoing suitability and continuing professional development. Adults are thoughtfully deployed so that children benefit highly from their genuine interest in them and the range of skills each member of staff brings to the staff team. Recommendations arising from the previous inspection are fully implemented to improve the planning for children's learning and their health care. The setting is highly competent in its identification of strengths and further areas for development. Although parents and children's view are sought and staff meet regularly for ongoing discussions, up until now the Manager of the nursery has taken on the responsibility to complete the self evaluation on her own. The manager and her staff have a clear vision for the future and are confident and capable to make continuous improvement, for example, the introduction of 'what makes me unique sheets' and focused themes on health, through practical experiences such as growing, preparing and eating home grown foods.

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

Children make outstanding progress in relation to their capabilities and starting points. This is because teaching methods are child-focused and planned activities stem from children's own interests and preferences. Exceptional organisation of the educational programmes reflects rich, varied and imaginative experiences that fully meet all children's needs. For example, children have daily opportunities to take part in 'forest school' activities where they learn about concepts, such as making a camp fire and cooking different foods on it. The setting follows a genuine and effectively implemented Montessori method of early education and this ensures that their learning is totally supported from their unique starting points. Their enthusiasm for learning and their high levels of autonomy are exceptional. Their learning journey is evident and supported by highly skilled and purposeful teaching. Regular observations are used effectively to plan the next steps in children's learning and to record their achievements. Plans ensure that all areas of learning are comprehensively covered, but the main focus of daily planning is the individual child. Staff interact at a high level with all children. Children have fun and are fully challenged to develop. Staff fully respond to children's comments and queries through discussion and challenging questions about their interests, including 'What do you think?' and 'Can you tell me?' Children are active learners, choosing from the wealth of accessible, interesting equipment and concentrating for long periods at each activity. They are fully encouraged to persevere by staff's calm focus that enables them to have space and time to work things out for themselves. For example, children sort items such as a feather, a horse and a rock into the categories of land air or water. From a young age, children are highly motivated to be creative and to think critically. Their interest in music is enthusiastically fostered through action songs and dance.

Children select resources and use them to explore shape, size, position and quantity. Their mathematical understanding is highly developed. They use and enjoy books in small and larger groups. Effective methods are used to help them develop mark making skills in various situations and to explore letter formation when they are ready to do so, using Montessori equipment. Children manipulate tiny pieces of apparatus, such as small pegs and teat pipettes, this helps them to develop their small muscles. The outdoor environment offers children fantastic opportunities to explore and investigate, as well as climb, balance and learn about the natural world. Children dig in the sand, sit in the pen with the guinea pigs, mark make or just relax in the swinging hammocks. Children gain an excellent understanding of how to lead a healthy lifestyle. They know the reasons for adopting hygiene practices and talk about why it is important to take care of their bodies, for example, drinking plenty of fluids in warmer weather. All year round, they have access to the garden with space to practise their climbing and balancing skills and areas for digging and growing. Children are very settled and quickly become completely absorbed in their play. They feel safe at the nursery and gain an excellent understanding of issues relating to safety. They behave in ways that are safe for themselves and others, confidently moving between the rooms and discussing what they must do to keep safe when at forest school.

Children have outstanding opportunities to develop awareness of their responsibilities and play a part in the nursery. They enjoy their learning immensely and show a strong desire to participate and make choices. The staff are highly skilled and sensitive in their management of children and their behaviour. As a result, children behave very well as they respect and cooperate with others and negotiate over shared resources. Staff are excellent role models so children develop high levels of self-esteem and respond to be kind, polite and considerate. The nursery is highly successful in enabling children to develop skills that will support them in the future. Children gain excellent early language to communicate their ideas and to solve problems as these arise in their play. Babies enjoy exploring various treasure baskets, using all of their senses; this play is extended to outside with 'treasure lines' and the whole heuristic play approach which is rooted in young children's natural curiosity. Throughout their time at the nursery, children are effectively enabled to work independently and to develop self-care skills so they are ready and confident to move on to the next stage.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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