

Rowan Tree Day Nursery

Inspection report for early years provision

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Inspector Jo Rowley / Susan Ennis

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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

Rowan Tree Day Nursery is one of the Childbase chain of nurseries. It opened in 2001 and the building is accessed directly from a parking area and is set in nine rooms, across two floors which are linked by stairs. Children have access to the fully enclosed outdoor play areas.

The setting is open each weekday throughout the year and sessions are from 8.00am to 6.00pm with additional early and late sessions by arrangement from 7.30am to 6.30pm. The provision is closed during Bank Holidays. A maximum of 75 children may attend the setting at any one time. The provision receives funding for Nursery Education and is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 74 children on roll, all of whom are within the Early Years Foundation Stage.

Most of the children live locally or travel from the surrounding areas with the setting serving a large number of commuters. The setting supports children with learning difficulties and/or disabilities and children for whom English is an additional language. There are 25 staff members with additional bank staff members. Of these 16 hold relevant childcare qualifications and three are completing training to achieve a Level 2 or 3 childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage covers all areas of learning and uses a good range of resources to ensure that children receive experiences that promote good progress overall. Staff create a warm and welcoming environment, using comprehensive safeguarding procedures, and ensure that they have accurate knowledge of each child's needs and that each child is generally included. Partnerships with parents, carers and other agencies and settings are developed and help to promote continuity of care and learning for children attending. Effective procedures for self-evaluation are established and result in a provision that seeks to make continued improvement and therefore, enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that the systems for recording children's progress are consistently updated, and children's next steps are identified and incorporated in to the planning of activities
- develop further the organisation of the pre-school room to ensure that all children's individual needs are consistently met.

The effectiveness of leadership and management of the early years provision

Thorough safeguarding procedures ensure that children are effectively protected. Designated staff update their training regularly to fully protect children and all staff are vigilant in ensuring that only vetted persons have access to children. This is further supported by the safe premises, which are accessed by intercom and internal release at the doors or the secure password system. Managers adhere to effective recruitment and vetting procedures to ensure that all staff working with children are suitable to do so and that they hold the required clearances. Comprehensive risk assessments are in place to ensure that hazards are minimised, with a member of staff taking responsibility for updating staff with health and safety information.

The new to the setting, manager demonstrates clear expectations for continuing the nursery development and stimulating enthusiasm within the team of staff. This begins with a thorough induction and probationary period for new staff and continues with room meetings, regular staff meetings and one-to-one appraisals. Training is given good emphasis to ensure that standards of care for children continue to develop. Self-evaluation processes have been developed to ensure that all staff have opportunities to share their ideas of the settings strengths and areas of improvement. Staff are generally well-deployed throughout the nursery. The environment is conducive to learning, it is safe and well-cared for with areas being updated as an ongoing process. For example, the outside area is continually being looked at to ensure that children can access the inside resources whilst outside, and vice versa, therefore, further promoting their learning and development.

Resources are used well to achieve the planned goals for learning and development. For example, children of all ages are able to freely select from resources which are stored at their height with the word and picture of the resource displayed, promoting inclusion. However, because there is no leader in the pre-school room the organisation of this room is not effective to ensure that all children's needs are consistently being met. For example, lunch time is hectic with some staff not fully understanding their role during this period. Managers and staff work well with parents to ensure that a forward thinking approach is maintained within the partnership. Effective methods of communication such as questionnaires, parent meetings, regular consultations and reports support these relationships. This is further enhanced by the parent forum, where at least one parent from each age group or room attend regular meetings, with stay and play sessions offered to encourage communication between staff, children and parents. Consequently outcomes for children are good overall.

The nursery places the promotion of equality of opportunity and children's personal, social and emotional development at the heart of all its work consistently promoting diversity and social awareness. Staff are generally aware of children's individual learning styles, ensuring that every child is able to achieve. Staff have worked hard to develop the relationships with other settings that children are, or will be, attending. For example, they invite school staff into the nursery, promoting consistency for children who are moving on to school.

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

Children are offered a wide range of activities that help them make good progress overall in their learning and development. However, learning journeys are not routinely updated, do not always identify or incorporate children's next steps and therefore, the planning does not yet identify how those next steps are incorporated or how planned activities offer differentiation to support or challenge individual children. This means that children may not always be supported to achieve their full potential. Staff are effective in using child-led play in order to promote different learning situations. For example, a group of children are in the 'caring garden', which is an outside area where children can dig freely, plant seeds and flowers and learn about nature whilst developing their physical skills. The children skilfully use equipment such as spades as they dig the soil with a member of staff encouraging them fully by asking questions to extend this child-led activity. As a tree log is lifted the children see the creepy crawlies underneath, together they talk about why they think the creatures live under the logs with children suggesting its 'where its quiet' or 'where the cats won't find them'. This child-led activity is further extended as children get their watering cans to water the plants that they have recently planted with staff.

Children of all ages show an avid interest in books and reading. For example, older children sit together with a member of staff as she reads to them. They particularly enjoy the story 'The Gruffalo' as they can participate in the telling of this and children use their growing knowledge of letters and sounds and confidently attempt to read words they see. Younger children show a real interest in the books around them with a particular enjoyment for looking at their 'family books'. These are made by staff for each child and show photos of each child's family and friends, supporting children in the settling in period. Children are keen to independently explore technology using resources such as timers, clocks and magnifying glasses as well as a computer, where they are able to print off the pictures they make. They engage in conversation and play with both staff and adults and are able to use different forms of language to demonstrate what they want from an early age. For example, young babies are encouraged, from an early age, by staff to use sign language, promoting their communication and language skills. Older children are able to go to staff and ask them for things clearly. An example of this is when the children play outside. They ask staff to play a game with them, a firm favourite being 'the crocodile game'. Staff play the part of the crocodile, clapping their hands together as children run and hide from the crocodile who is trying to catch them. Children clearly enjoy this interaction and game as they squeal with delight and say 'again, again' as each game finishes.

Children are beginning to learn about science and link this to the world around them, very young children have opportunities to be creative as they explore, for example, water play. They have bubbles in the water which children put on their noses, they use sponges to squeeze the water out of and together, with staff, sing a bubbles song. Children are supported and effectively praised when they do the 'pop' sound and action as each bubble bursts. All children enjoy music and singing.

For example, younger children listen to the different sounds animals make whilst trying to find the matching animal on the lotto card. Children copy the sounds as this activity is extended when they go outside in to the garden to look around for creatures in their natural environment. Children have some ownership of their health and hygiene within daily routines, they discuss hand washing frequently and know why they do this 'to remove the germs'. They understand when they are thirsty telling staff after outside play that, 'we have been running and are hot, I need a drink now please'. Staff encourage children's independence as they sneeze or cough, and they are reminded to understand the importance of either using tissues or covering their mouths to prevent the spread of germs. Children understand social behaviours and are kind to each other. An example of this is where an older child brought in a special book from home to look at. A group of children sit together in the home corner looking at this book for some time, with no staff interaction required. Together they talk about the book, their favourite characters and listen well to each other. All children take turns easily and offer turns to others without being reminded, for example, when using the bikes in the garden. Children are clearly learning the skills necessary for future learning and being part of the community.

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	2
The effectiveness with which the setting promotes equality and diversity	2
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

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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	2
The extent to which children make a positive contribution	2
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