

Quince Tree Day Nursery

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

Quince Tree Day Nursery opened in 2006. The setting operates from a converted single storey building, and is situated within walking distance of local schools and shops in South Ockendon, Essex. All children share access to the secure outdoor play area. A maximum of 30 children may attend the nursery at any one time. The nursery opens five days a week from 7.30am to 7.00pm, all year round, with the exception of bank holidays.

There are currently 48 children aged from birth to five years on roll. Children aged three and four years receive funding for early education, and children attend for a variety of sessions. The nursery serves the local community and wider areas. The setting supports a small number of children who have special educational needs and/or disabilities and English as an additional language.

This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery employs 14 staff, of whom eight of the staff, including the managers hold appropriate early years qualifications. There are four staff members currently working towards a recognised early years qualification and two staff members working towards a Level 4 qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the early years age range are making good progress in all areas of their development, as the staff have a good understanding of the Early Years Foundation Stage; early childhood development and how young children play and learn. There is a strong ethos in providing an inclusive environment that values children's individuality and staff ensure children are confident and secure. Outstanding aspects of the nursery are partnership work with parents and other agencies. Self-evaluation is successfully used to self-assess and monitor the overall effectiveness of the nursery.

What steps need to be taken to improve provision further?

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

- review and revise outdoor play to extend the continuous outdoor provision for all the children.

The effectiveness of leadership and management of the early years provision

All required documentation including policies and procedures are comprehensive, clearly formatted and maintained to a high standard, ensuring the nursery successfully operates on a day-to-day basis. Children are fully safeguarded as staff have a good understanding of their role in protecting children and procedures to follow in the event of a safeguarding concern. There is a designated staff member responsible for safeguarding and all staff have attended safeguarding training. Parents are fully informed of the nursery's role in protecting children and promoting their welfare as policies and procedures are shared with the parents and existing injuries are recorded by staff. Risk assessments in the nursery environment are thorough as staff are vigilant in checking all areas of the nursery both indoors and outside at the beginning and end of the day and also ongoing visual and written checks throughout the day.

The management has a clear sense of purpose which is shared by the committed staff team. Continued professional development is promoted within the nursery as some staff are working towards higher level of childcare qualification and there are ongoing one day training courses for staff to attend. Staff are an experienced and effective team, they work well together and they all have a clear understanding of each other's roles and responsibilities. Good management ensures effective staff deployment and promotes the efficient use of staff skills, resources and the environment. All staff work hard and are committed to providing an inclusive play and learning environment to improve outcomes for all children. The Special Educational Needs Coordinator role is shared between key staff who are experienced and committed. All staff have the requisite knowledge and experience to support children and their families. Regular staff meetings are used as an opportunity to evaluate the effectiveness of the provision and to share good practice and the self-evaluation is used to identify areas for further improvements; this includes developing the outdoor area.

The setting actively promotes equality of opportunity and works exceptionally well in partnership with parents and other agencies to extensively support and meet children's individual needs. All children and families are valued and appreciated by staff. Parents are extensively informed about their children's achievements, progress and well-being. Excellent systems are in place for the successful exchange of information on arrival and collection. Parents' verbal comments were very complimentary, stating that children are provided with good play experiences and that children have made good progress since attending the nursery. Also staff are always attentive and welcoming to parents and they get to know children's individual needs well. Outstanding partnership work with other agencies have been successfully established as the nursery have developed very good links with local schools, other early years settings and professionals within health agencies to ensure all children's needs are met and transitions are successfully implemented.

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

Planning, observations and assessments arrangements have been successfully implemented within the nursery, a cyclical progression has been established within all areas of planning, ensuring that staff plan for children's individual needs, interests and developmental progress. Children make good progress towards the early learning goals given their capabilities and starting points. The provision takes account of children's interests and abilities and provides a balance of child-led and adult-initiated activities. Where necessary staff modifies or provide additional materials so that all children can participate at their own level, for example, creating a sensory corner. Children settle quickly into activities and their imaginations are captured and sustain as staff successfully organise the play and learning environment, however, the outdoor play provision needs reviewing to extend further continuous outdoor play opportunities for all children.

All children are confident, secure and settled in the nursery. They are all inquisitive and curious about the nursery environment and any visitors, they also enjoy the challenges that are offered during the day. Staff looking after the young children form close relationships, as they are attentive in meeting their needs and closely supervise the children. Young children are developing good communication skills and they particularly enjoy stories and nursery rhymes, for example, 'Twinkle Little Star'. Children in the two to three room enjoy action rhymes, such as, 'Sleeping Bunnies' where they jump up with enthusiasm. All staff skilfully communicate with the children as they use both verbal and non-verbal gestures and they enthusiastically praise individual achievements, including younger children saying single words. Children in the older age group are provided with a good range of play activities and experiences that cover the six areas of learning. They are confident talkers and enjoy mark-making activities; this includes chalking in the garden. Good opportunities for children to develop an understanding of problem solving through daily activities, such as, counting, matching and comparing play figures. The book corner is warm and welcoming ensuring children can look at stories in comfort with their friends and staff, developing an early appreciation of stories. Children listen attentively to stories, they know the stories well and answer questions asked by the staff.

Children's behaviour is very good, as staff successfully create an environment that values positive behaviour; consequently, they behave well and understand what constitutes right and wrong. Children strive to do their best and to be friendly and care for others, positive peers friendships are established as children holding hands and actively helping one another. The staff have a positive, consistent approach, they take into account of each child's level of understanding, have realistic expectations, speak respectfully to the children and encourage politeness and good manners at all times. Children enjoy exploring the range of creative activities, these include sand, water, cold beans, pasta and jelly and they also enjoy role play where they are able to use their imaginations and self-expression. Children enjoy the garden area, they particularly enjoy digging, exploring the mini-beasts area and growing vegetables. They are also confident in their physical skills as they ride tricycles confidently and climb the climbing frame with skill and ease.

Children thrive because conscientious attention is given to health and hygiene routines. Staff regularly remind children to wash their hands when needed and all children know why they have to wash their hands. Children are also encouraged to clean their teeth after the midday meal further promoting healthy lifestyles. Nappy changing is hygienically and sensitively undertaken in an area well away from the space used for play or eating and staff ensure that privacy is maintained. Children know how to keep themselves safe as they move around the physical environment safely and use resources appropriately and staff consistently explain and remind children why they have to be safe. Consequently, children develop a good understanding of their own personal safety and they are safe and secure.

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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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