

High Trees Nursery

Inspection report for early years provision

Unique reference number

EY216701

Inspection date

29/07/2010

Inspector

Thecla Grant

Setting address

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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*.

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Description of the setting

High Trees Nursery was previously run as an independent preparatory school under Ofsted's education division and opened in the 1930's. High Trees Nursery registered with Ofsted as a Full Day Care private nursery in 2002. It operates from four rooms on the ground floor of a large family residence. There is a large indoor play area and easy access to four outdoor areas. The nursery is situated in a rural setting between the villages of Boston Spa and Clifford on the outskirts of Leeds. The nursery serves families from the commuter belt of surrounding areas. It is open for five days a week all year round from 7.30am until 6.00pm.

The nursery is registered on the Early Years Register. A maximum of 84 children may attend the nursery at any one time. There are currently 115 children on roll, some in part time places. The nursery supports children who speak English as an additional language.

There are currently 27 members of staff including the managers, 19 of whom have early years qualifications to at least level six.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The provider has not met a number of the legal duties with regard to safeguarding children and promoting their welfare and suitable people. Children's needs are routinely met, as a result, they make appropriate progress in their learning and development. Planning is in place, but systems available to monitor the children's development are not sufficiently analysed to identify the next steps in their learning. Practitioners generally support every child so that no group or individual is disadvantaged, however, staff deployment and some areas in organisation show this to be inconsistent. Systems are in place to promote partnerships with other professionals and partnerships with parents are suitable. The weaknesses identified at the last inspection have been completed and other improvements have been implemented; however, the provision's capacity to maintain continuous improvement lack rigour.

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:

- make sure information used to assess suitability of checks include unique reference numbers of Criminal Record Bureau disclosure and the date on which they
- 29/07/2010

- were obtained (Suitable people) 29/07/2010
- make sure effective systems are in place to ensure that the individual needs of all the children are met, especially in the baby room during the first part of the morning (Organisation) 29/07/2010
- develop further the written parental permission to include the seeking of any necessary emergency medical advice (Safeguarding and promoting children's welfare) 29/07/2010
- ensure records are easily accessible and available for inspection by Ofsted (Documentation). 29/07/2010

To improve the early years provision the registered person should:

- make sure all staff have an up to date understanding of the safeguarding children issues
- make sure effective systems are in place to obtain enhanced Criminal Record Bureau (CRB) disclosures, especially for persons checked by the local authority prior to October 2005
- make sure the risk assessments are effectively implemented and the suitability and safety of outdoor spaces are assessed so the amount of equipment provided for children does not pose a risk
- observe analyse and use information attained about the children to plan for the next steps in their learning and to find out about their needs, what they are interested in and what they can do.

The effectiveness of leadership and management of the early years provision

There are a number of breaches of specific legal requirements in Safeguarding and the promotion of children's welfare and learning and suitable people. Although most practitioners have an understanding of the safeguarding procedures, arrangements for safeguarding are not robust. As a result, newly appointed practitioners do not have an up to date understanding of the safeguarding children procedures. Further to this, practitioners are not effectively deployed in all rooms during the first part of the morning. Systems in place to maintain records, policies and procedures are inconsistent. For example, practitioners are vetted but systems in place to assess the suitability of checks, especially for practitioners vetted by the local authority are weak. Also, not all records are available for inspection and some permission requests from parents do not have all of the required wording. For example, the request for emergency treatment does not include emergency advice.

Leaders and managers are motivated to seek further improvement and implements suitable plans aimed at improving areas of weakness. However, evaluation of the setting is mostly undertaken by senior leaders without extending it to other levels. Risk assessments are in place but are not implemented effectively, as too many toys are set out in the garden, as a result, children are unable to manoeuvre safely. Practitioners generally promote equality and diversity, therefore, children access an appropriate range of toys and equipment to promote ethnicity and

disability. They are also committed to developing their knowledge in new childcare practices and have attended training courses and workshops to enhance their knowledge.

Partnerships with others who provide the Early Years Foundation Stage are developing, therefore, information is shared for children attending school in the new term. Parents are well informed of their children's development and receive good quality information about their children's learning. Parents and children's views are sought through questionnaires and some parents are involved in the ongoing observations and assessment process.

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

The learning environment is suitably planned to offer children enjoyable and challenging experiences across the areas of learning. Systems are in place to monitor children's development, which include their starting points. Planning mostly stems from group interests, though some stem from children's developmental needs. However, the observations recorded are not effectively analysed to plan for the children's individual interests. As a result, most activities planned are not tailored to the needs and abilities of individuals. Practitioners positively promote hygiene through teaching and by example. Therefore they are able to prevent the spread of infection. Most practitioners are qualified in delivering first aid and meals provided are nutritionally balanced. As a result, older children, those in the early years age group, have a good understanding of healthy life styles; they discuss foods that are good for them and foods that are not. They have a clear understanding of good hygiene practices and what would happen if they did not abide to them. For example, if germs get into their tummies they would become ill.

Children are also taught safety from an early age, those in the over two's room understand that they need to put their hats and sun cream on before going into the sun. However, most of the children in the under twos area sit for a long period of time after breakfast, secured in their high chairs, because the staff ratio for the first part of the morning is low. Further to this, the children over two years do not have enough space to move around on the sit and ride toys, because too many are provided. As a result, these become a hazard to the children as they play. Children over three develop their large motor development as they climb on the wooden activity climbing frame and swing on the different types of swings in the larger garden.

Children under two happily investigate all areas of their room as resources are readily available. They thoroughly enjoy exploring the properties of water, access painting and learn to count from an early age through incidental counting. Older children have good opportunities to develop their skills in information technology by using the computer provided. They are also learning about different types of transport and have made an engine from a popular children's story. Their understanding of the wider world is further developed through role play where they examine a real tyre and pretend to fix the puncture in their garage. Children

are happy, confident and eager to learn. They know the routine of the day and learn to embrace differences in gender, ethnicity and culture through the resources and topics provided. Children also have visits from trainers of blind dogs who discuss the job these dogs do for the blind and have a share in growing their own foods and recycling.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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	2
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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