



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131618

DfES Number: 512901

INSPECTION DETAILS

Inspection Date 10/03/2004
Inspector Name Lynn Reeves

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Trees Day Care Nursery (3)
Setting Address 50 Westwood Road
Southampton
Hampshire
SO17 1DP

REGISTERED PROVIDER DETAILS

Name White Horse Childcare Ltd, Stanley House 2435142

ORGANISATION DETAILS

Name White Horse Childcare Ltd, Stanley House
Address Stanley House
65 Victoria Road
Swindon
Wiltshire
SN1 3BB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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

There are currently 32 three year olds and 5 four year olds in receipt of government funding. Children attend for a variety of sessions. The nursery supports children with special educational needs and children for whom English is an additional language.

The nursery is open from Monday to Friday from 08:00 until 18:00 Monday to Friday all year round. There are twenty staff throughout the nursery of which sixteen have early years qualifications and three who are currently on training programmes. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Tree's Day care Nursery is acceptable and is of high quality. Children are making very good progress towards the Early Learning Goals.

The quality of teaching is very good. Staff have a clear knowledge and understanding of the early learning goals and plan a well informed curriculum that are clearly linked to the stepping stones. Observations and assessments are recorded to show the children's progress. Staff listen and respond well to the children and use effective questioning to make them think. Staff use gentle guidance and full explanations to teach the children right from wrong and children behave well. Staff provide a bright, colourful and welcoming environment by displaying the children's work and providing resources that are clearly labelled. The group accept children with special needs and children who speak English as an additional language and there are effective systems in place to support them.

The leadership and management of the setting is very good. There is clear management structure in place and staff have defined role and responsibilities. The clear line of communication and on-going training ensure the children learn and progress. The appraisal system in place is effective to ensure staff and teaching methods are monitored and staff evaluate and review practice to assess the quality of care and education.

The partnership with parents is very good. A good range of information is available for the parents regarding the provision, foundation stage and staff, through prospectus, noticeboards, newsletters and parents evenings. Parents are kept informed of their child's progress through detailed records and assessments. Parents are given opportunities to contribute towards their child's development through completing activities at home, progress sheets and daily discussions with staff.

What is being done well?

- Staff create a stimulating environment where children learn through a variety of activities.
- Good relationships are being formed between the children and staff.
- Staff use effective questioning to enable the children to link sounds and letters.
- Most children can recognise their written name and some are able to write their name in full.
- Children are gaining an understanding of positional language such as opposite, behind and in front during practical activities and through colourful display boards around the room.

- Children's designing skills are developing by using a range of tools and resources to build, join and construct.
- Children use their senses and explore a variety of man made and natural resources such as soil, wood, plastic, dough, sand and water.
- Parents and staff work well together and share information about the children's individual progress and development.

What needs to be improved?

- opportunities for the children to sing and choose different nursery rhymes
- opportunities for the children to access the home corner independently to enable them to use their imagination

What has improved since the last inspection?

Staff have addressed the 3 key issues from the last inspection. They were asked to give greater priority for personal and social development, ensure activities and instructions are clearly explained and improve the quality of teaching.

Since the last inspection staff have introduced a nursery rules board to enable the children to learn what is acceptable. Staff give children clear instructions and use effective questioning to make the children think and staff monitor children's behaviour. All staff take an active role in the curriculum planning and in the organisation of the resources and activities which provide a good range of play opportunities. The re-organisation of the book area and display boards enable the children see and select reading matter independently which provide good learning opportunities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are able to sit quietly and show good levels of concentration during practical activities. They are confident, excited and eager to learn. Children are developing good relationships with their peers and adults and behave well. Children work well in large groups such as during story time and snack time. Children are developing good social skills such as sharing and taking turns and show respect and consideration for others around them.

COMMUNICATION, LANGUAGE AND LITERACY

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children communicate well and are developing their language skills through conversation and in group activities. Children show a willingness to attempt writing and staff ensure children are provided with the resources to develop their writing skills. Children enjoy books and listening to stories and can predict what should happen next. They can sing songs and nursery rhymes from memory and like to join in with the actions.

MATHEMATICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children are confidently using numbers and counting 1 to 10 and staff provide opportunities for them to recognise numbers in everyday situations. Children are developing an understanding of simple addition and subtraction through practical activities and are beginning to use mathematical language to describe and compare shape. Children talk about, recognise and re-create simple patterns through a range of planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children broaden their understanding of the world around them through a range of practical topics and activities. They explore, investigate and care for living things such as stick insects, caterpillars, plants and flowers. Children gain an understanding of cultures and beliefs by celebrating a range of customs and festivals. Children use a range of technology and programmable toys such as computers, telephones and tills to support their learning.

PHYSICAL DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children demonstrate a good spatial awareness and negotiate obstacles well. They move with confidence, control and co-ordination and are developing their gross motor skills during physical activities when climbing, jumping and balancing. Children are gaining good manipulative skills by handling a range of tools such as scissors, pens and malleable materials and show good hand to eye co-ordination when designing and making models.

| CREATIVE DEVELOPMENT | |
|--|-----------|
| Judgement: | Very Good |
| Children create well formed designs and are able to recognise shape and form in two and three dimensions. Staff provide children with opportunities to explore and experiment with different textures, materials and media. Children recognise how sounds can be changed through singing simple songs and playing musical instruments. Children express and communicate their ideas through using a wide range of materials, tools and resources and when singing and dancing. | |

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- 'There are no significant weaknesses to report, but consideration should be given to improving the following:
- Investigate ways to make the role play area more inviting, encouraging the children to independently access the good selection of imaginative play resources and dressing up clothes.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.