



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 496768

DfES Number: 546254

INSPECTION DETAILS

Inspection Date 25/10/2004
Inspector Name Margaret Coyne

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Rowan Tree Day Nursery
Setting Address 9 Guessens Road
Welwyn Garden City
Hertfordshire
AL8 6QW

REGISTERED PROVIDER DETAILS

Name CHILDBASE LTD

ORGANISATION DETAILS

Name CHILDBASE LTD
Address Kingston House, Northampton Road
Newport Pagnell
Buckinghamshire
MK16 8NJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Rowan Tree Day Nursery is one of the Childbase chain of nurseries. It opened in 2001 and operates from nine rooms with additional facilities in a converted building close to the centre of Welwyn Garden City. The children share access to three secure, enclosed outside play areas.

A maximum of 74 children may attend the nursery at any one time. The nursery is open each weekday from 8.00 to 18.00 with additional early and late sessions by arrangement from 7.30 to 18.30. The nursery is open for 52 weeks of the year with the exception of bank holidays.

There are currently 98 children aged from 6 weeks to under 5 years on roll. Of these 25 children receive funding for nursery education. Children come from a wide catchment area. The nursery currently supports children with special educational needs and also supports children who speak English as an additional language.

The nursery employs 16 staff. 11 of the staff, including the manager hold appropriate early years qualifications. Four staff are working towards a qualification.

The nursery receives support from an early years teacher and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Rowan Tree Day Nursery provides good care for children.

All aspects of the provision are well organised and staff are deployed effectively throughout the nursery. Staff have a high regard for the policies and procedures. They assess and evaluate their practise in order to deliver a high standard of care. They have introduced their Sound Foundation approach to learning which has a positive impact in all aspects of the children's learning and play. High priority is given to children's safety and a comprehensive risk assessment is implemented. Documentation and records are in place to support the effective management of the

group and these are stored in a safe and confidential manner.

There are effective key worker systems throughout the nursery these enable staff to establish supportive relationships with children and parents in all rooms. A consistence of staff working in the rooms clearly impacts on the children's feelings of security. There is a well planned range of activities which the children happily take part in. They play confidently, independently and with support. There is a wide range and balance of stimulating and challenging toys and equipment for children. However some role play for older children has limited resources. Constructive use is made of the garden and the children have a range of outdoor equipment and areas to play in. Meals at the nursery are of high quality, the menu is varied and nutritious with care taken for children with allergies or dietary requirements. Children know what is expected of them and respond positively to direction from staff.

The nursery has developed a supportive partnership with parents and carers. They are informed of their child's progress and activities with daily communication sheets and white boards and have access to their child's records at open evenings. Staff are approachable and friendly. Parents contribute to the nursery through a parents forum where they can freely voice their views.

What has improved since the last inspection?

At the last inspection the provider agreed to make sure all electrical wires are out of reach of children, to provide more appropriate furniture for children to rest or sleep and to extend the range of toys and activities to meet the developmental needs of children from 3 to under 5 years.

Most actions have been successful completed. All electrical wires are now inaccessible to the children. More cots and sleep mats have been provided for children who require a sleep or rest and a wide range and balance of toys and activities are available for the older children. However some resources for role play remain limited.

What is being done well?

- The management of the day nursery, with effective use of the policies and procedures and the staff deployment to ensure children have a consistent approach to their care.
- The range of interesting and stimulating activities, particularly with the sensory areas indoors and out, with the use of treasure baskets and heuristic play for younger children and with the stimulating and challenging activities for older children. Children are highly involved and motivated and can access activities independently and with a high level of support from staff.
- The staff's relationship with the children is excellent. The nursery provides a good range of toys and resources that meet each child's individual needs and promotes their self-esteem from babies to pre-school. Children are happy and confident and the staff present themselves as positive role models. The

children are learning to respect and value those around them and their environment. Children behave well and respond positively to direction from staff.

- Effective partnerships have been developed between the nursery and parents. The nursery give parents opportunity to voice their views through the parents forum meetings and enable them to take an active role in their child's time spent at the nursery. They are involved with fundraising and charity events, participate in the weekend activity books and teddy books with the children. They are provided with continual information about all aspects of their child's care, learning and play.

What needs to be improved?

- resources to stimulate and captivate children's imaginations through familiar role play experiences.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation |
|-----|--|
| 5 | Provide a suitable range of resources to give children familiar role play experiences in the pre-school rooms. |

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

How effective is the nursery education?

The provision for nursery education at Rowan Tree Day Nursery is of high quality. Children are making very good progress towards the early learning goals.

Teaching is very good. Staff have a sound knowledge of the Foundation Stage and use effective direction for children to encourage them to think for themselves and be self-motivated. There is an excellent range of resources available to provide children with stimulating and challenging opportunities to learn. However staff do not provide sufficient opportunity to engage and captivate children's imaginations in role-play experiences. Children are able to explore and take risks within a safe environment. They know what is expected of them and behaviour is good. Staff ensure children have a strong sense of belonging through well-planned routines and secure links with home and families. Comprehensive plans are in place, which set clear learning intentions for children. The plans are evaluated to ensure they meet the educational needs of the children. Valuable teaching strategies are employed which support what each child can learn and discover. An assessment system is used to record children's progress through the stepping-stones and is used to inform future planning.

Leadership and management is very good. The nursery benefits from a professional and enthusiastic nursery manager who leads a dedicated team of staff. Staff work very well together in providing an effective learning environment for children. The nursery continually monitors and evaluates the effectiveness of their practise and work closely with a supportive management team.

Partnerships with parents and carers are very good. Parents are welcomed into the group and are provided with information both verbal and written. They have access to children's development records and are encouraged to extend learning at home. They attend consultation evenings and forums and are actively involved in all aspects of their child's learning.

What is being done well?

- Children's personal, social and emotional development is given high priority which helps children to gain in confidence and fosters feelings of security. Staff display children's creative work well through wall displays that give high regard to the children's efforts, have clear labels and are at the children's height thus having a positive impact on their self-esteem and confidence.
- Staff interact well with children giving them opportunities to become self-motivated, responsible and independent. Clear, well documented plans are in place which provide children with effective, stimulating and challenging opportunities to learn. Staff know the children well and their different stages of development. This ensures each child has opportunity to develop at their own pace using appropriate teaching methods and skills.

- Language and literacy is well promoted. Children use language to express themselves and interaction between the children when playing independently is excellent. Children are developing a good awareness of letter shapes and sounds and can read their own names and other familiar words. Letter formation is developing well with older children as they practise their writing and mark making skills in a formal and informal way.
- Children use mathematical equipment confidently. Staff support children in activities allowing them opportunities to develop and discover some mathematical knowledge for themselves. They have adult support in some structured learning and can confidently use calculation and recognise, count and write numbers.

What needs to be improved?

- There are no significant key issues identified at this inspection, but the following point for development should be considered in the action plan.
- The development of familiar role play experiences for the children.
-

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and secure. They have a strong sense of belonging as they grow aware of the routine, layout of the rooms, activities and friends. Children have an excellent awareness of right and wrong. They share and take turns and help each other out. They respond well to direction from staff. Concentration levels are high as they become absorbed in activities and link with friends to share an activity such as the puppet theatre. Independence skills are well fostered by staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Language and literacy is a strength of the nursery. Children respond well to the Sound Foundation learning which staff implement well. Children use language to communicate, interact and recall personal events. They are confident linking sounds to letters and their early reading skills are fostered using name cards and labelling. Children competently write and make marks and use a range of one handed tools to develop early writing skills. They enjoy stories at group time and individually.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count and recognise numbers in practical and structured play. They use resources to support and develop their knowledge including the computer, dominos and play money. Their problem solving skills are well fostered by staff as they engage their interest when offering solutions to simple practical problems. They have an awareness of shape, weight and capacity as they take part in meaningful activities using water, sand, mosaic pieces and when constructing George the Giant from boxes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore natural objects through well planned topics. A child finding a leaf bug carefully examined and studied the way it moved using bug boxes and magnifying glasses. Children discover how things grow and change as they grow seeds and take part in simple experiments. They have a growing concept of time and relate this to personal events past, present and future. They enjoy family books and seeing themselves as babies. Children confidently access various programs on the computer.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's large motor skills are developed through physical activities using equipment to peddle, climb, scoot and playing chase and catch games. Their dexterity and hand and eye coordination is well developed as they take part in activities which give them opportunity to manipulate one handed tools, i.e. threading, cutting, devising cogs and wheels and make patterns from mosaic pieces. Children can take part in Kindaroo sessions which help them learn through exercise about keeping healthy.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy multi sensory experiences both indoors and out. They have opportunity to touch, smell and listen with a wealth of natural and man made objects. They create spontaneously using their own imaginations and use a range of colours, textures and techniques. Children enjoy the topic about patterns and dressed accordingly recognising patterns on clothes and around them. Role play experiences are provided but do not captivate the children's imaginations due to limited use of resources.

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:
- Extend opportunities for children to use free expression in familiar role play experiences which will stimulate and captivate their imaginations.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.