



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 131616

DfES Number: 580120

### INSPECTION DETAILS

Inspection Date 07/10/2004  
Inspector Name Gill Moore

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Trees Day Care Nursery (5)  
Setting Address 188 Regents Park Road  
Southampton  
Hampshire  
SO15 8NY

### 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

Trees Day Care Nursery is one of a group of nurseries operated by White Horse Child Care Limited. The nursery opened in 1998 and operates from a detached house in the suburb of Shirley, on the west side of Southampton. Children attend from the local residential and surrounding areas. The nursery is situated over 2 floors and has a secure enclosed outside garden.

There are currently 85 children on roll from 3 months to 5 years. This includes 19 funded 3 year olds and 5 funded 4 year olds. The setting welcomes children with special educational needs, although there are currently none attending, and supports children for whom English is an additional language. The group opens Monday to Friday, all year round, excluding bank holidays, from 08:00 - 18:00 and children attend on a part-time or full-time basis.

A qualified manager is employed to be responsible for the day to day running of the nursery. In addition, a further 18 members of staff work with the children, 15 of whom are qualified and 3 are working towards an early years qualification. The setting receives from the local early years partnership.

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

### How effective is the nursery education?

Trees Day Care Nursery offers good quality nursery education where children make generally good progress towards the early learning goals.

The quality of teaching is generally good with some very good aspects. Staff have a very an understanding of the stepping stones and plan a curriculum, which enables children to make very good progress in most areas of learning. They use excellent questioning techniques to encourage children to make their own suggestions and solve their own problems, particularly through role-play. Effective systems are in place to assess children's progress, although this information is not fully used to plan the next stage in individual children's learning. Staff develop very good relationships with all children and are highly effective in supporting those with English as an additional language and children with special educational needs. An excellent range of resources are presented to children, at low-level, however, opportunities for them to engage in free play and independently access the full range are limited.

Leadership and management are generally good. Management play an active role in monitoring and evaluating teaching and an effective programme for staff development is implemented. Dedicated staff work well as a team and communicate effectively to evaluate activities and topics, ensuring all aspects of the foundation stage are covered, although the links between planning and children's assessments are not fully developed.

The partnerships with parents are generally good. Parents are well informed about what their child is involved in each day, although information given does not fully explain the foundation stage of learning. Opportunities are provided for parents to discuss their child's progress and contribute to their assessment records, although written information is not received and suggestions on how to extend their child's learning. Staff and parents establish excellent relationships and communicate effectively.

### What is being done well?

- Staff make excellent use of nursery routines, activity time and incidental opportunities to extend children and help consolidate previous learning, particularly relating to mathematical development. They use role-play situations in the shop to encourage children to sort items into sets, for example tins, cold products and fresh foods. The develop children's concept of weight as they fruit and vegetables are weighed in the scales and children count out the correct number of coins to pay for the food they wish to purchase.
- Children display high levels of confidence and self-esteem as a result from the continual praise and encouragement from staff. Children's ideas and contributions to discussions are valued and staff ensure all children are

involved and interested across all sessions. Consequently, children develop very good relationships with staff and their peers and their behaviour is very good.

- Many opportunities are provided for children to explore and investigate and children are inquisitive and interested in why things happen and how they work. They talk in detail about the builders fixing the nursery roof and show great excitement when investigating the slugs and worms in the garden. Children use an excellent range of descriptive vocabulary to describe what they see and what they predict might happen.
- Parents have monthly opportunities to meet with their child's key worker and discuss their individual progress through the introduction of parent hour. Additional meetings are held twice a year for parents to formally meet with staff and share information about their child's achievements and discuss any concerns. Parents receive regular newsletters informing them of topics to be covered during sessions, which helps promote discussion with their child about activities and experiences they have enjoyed at nursery.

#### **What needs to be improved?**

- the system for planning to ensure that children's assessments are used to provide sufficient challenges for children and next steps in their development are identified
- the use of time, to provide opportunities for children to make choices about their play and access the full range of equipment, in particular construction equipment and art and craft resources
- opportunities for parents to be informed about the foundation stage curriculum and to receive written information about children's achievements and progress, next steps for development and how they can extend learning in the home.

#### **What has improved since the last inspection?**

The nursery have made generally good progress since the last inspection.

They were asked to provide additional training to ensure all staff have a secure knowledge and understanding of the early learning goals and of the requirements of the nursery policy for special educational needs. This has been achieved through training, both external and in-house, and staff demonstrate an excellent knowledge and understanding of these areas through discussion and their practice.

The nursery were asked to improve planning to ensure it meets the needs of both 3 and 4 year olds, in particular relating to communication, language and literacy and mathematical development. The system for planning has been improved to identify clear learning outcomes and ensure activities link to the stepping stones, although differentiation is not shown on the written plan. Opportunities to maximise children's learning towards the early learning goals in communication, language and literacy

and mathematical development are very well developed.

It was requested that systems be put in place to monitor the content of the educational programme, the use of children's assessments and the quality of teaching. Effective systems are now in place to evaluate activities and monitor the content of plans ensuring all stepping stones are covered. Teaching is monitored through classroom observations and the implementation of the staff appraisal system. The systems to monitor the use of children's assessments are not fully developed.

The nursery were asked to enhance the partnerships with parents by developing ways to share information about children's attainment and progress. This has been achieved through the implementation of parent hour and meetings with key workers, although written information is not provided to parents should they not take up these opportunities.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show great excitement about activities and have a positive approach to learning. They are interested and involved in their play and show high levels of independence, for example setting tables, serving meals and drinks and sweeping up the sand from the floor. Children learn to recognise and value each other's feelings and have a good understanding of right and wrong. They learn to co-operate and negotiate with their peers and to share and take turns.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is very good and they use an excellent range of vocabulary to describe what they are doing. They recognise that print carries meaning and learn to use a range of fiction and non-fiction books to share stories and find out information. Most children recognise their own name and staff support them in linking sounds to letters. Children enjoy many opportunities to practice writing, for example writing letters and shopping lists and some can write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and have many opportunities to recognise numerals and practice counting, for example when setting tables and paying for shopping. Staff provide many opportunities for children to solve their own problems and calculate, such as working out how many pieces of fruit each child can have and how many more cups are needed. Children use a very good range of mathematical language and describe and compare shape, size and weight through planned activities and discussion.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring living things and objects and use a range of materials. They plant seeds, sieve the sand and observe the pumpkins growing. They develop an understanding of time, for example they use the sand timer to negotiate turn taking. Children explore the local environment and are interested in learning about other countries and cultures. Information and communication technology is used effectively and some opportunities are available for them to build with construction equipment.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children learn to take care of their bodies and recognise the importance of healthy eating and following good hygiene routines. They have opportunities to use an excellent range of large and small equipment and demonstrate very good control and co-ordination as they ride bicycles, use climbing apparatus and jump across stepping-stones in the garden. Children are confident in using tools such as scissors, cello tape and cutters to tape up boxes in the shop and make shapes and patterns with dough.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children enjoy using their senses and explore a range of media and materials. However, these tend to be suggested by staff and children are not encouraged to freely access the excellent range of resources available to them to explore creativity. Children show excellent imagination as they engage in role-play and re-tell stories to their peers. They enjoy opportunities to explore musical instruments and learn about different sounds, and they participate enthusiastically in singing sessions.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- evaluate the use of children's assessments to identify next steps in their development to plan the next stage in their learning
- evaluate and improve the use of time, to ensure children have opportunities to make their own choices about their play and independently access the excellent range of equipment available to them
- update the information provided to parents to include details about the foundation stage curriculum and areas of learning, and provide written information about their child's achievements and progress and their next stage for learning.

*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.*