

Tree Tots Day Nursery

Inspection report for early years provision

Unique reference number	EY385558
Inspection date	02/11/2010
Inspector	Claire Jenner

Setting address	115 Loughborough Road, LEICESTER, LE4 5LN
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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

Tree Tots day nursery opened in 2009 and operates from a large house in the Belgrave area of Leicester. The nursery is open each weekday from 8am until 6pm 51 weeks of the year. The premises are accessed via steps leading up to the front door, with additional stairs leading to the first floor where pre-school children are cared for. There is a fully enclosed area available for outdoor play.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 61 children may attend the nursery at any one time. There are currently 30 children on roll, all of whom are within the early years age group. The setting supports children who have English as an additional language but there are no children in attendance who have special educational needs and/or disabilities.

Seven staff, including the manager, work at the setting, six of whom hold appropriate early years qualifications. One member of staff is a qualified teacher within early years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are helped to feel valued and secure as staff know them well and value and recognise their individuality. Consequently, children enjoy their play and learning and make good progress. Children's welfare is effectively promoted and the vast majority of systems are fully established. The setting fosters positive working relationships with parents, providing them with an extensive range of information about the services provided. In addition, they have established appropriate partnerships with other agencies and providers to ensure that all children get any additional support they may need. The provision for continuous improvement is good as managers clearly communicate ambition to all staff. Systems to implement effective strategies for further improvement are in place and embraced by all.

What steps need to be taken to improve provision further?

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

- extend systems in order to consistently plan and provide a balance of relevant learning experiences for all children across all areas of learning
- enhance the systems for observing and assessing children to ensure what they need to do next is consistently identified and use this information to plan a broad range of play activities to continue to help children make good progress.

The effectiveness of leadership and management of the early years provision

Children are cared for in a secure and welcoming environment. Comprehensive written risk assessments are in place and are reviewed regularly. Staff visually assess the environment and successfully limit risks on a daily basis. Children are safe as the manager and staff are aware of their responsibilities with regard to protecting children from abuse in accordance with the Statutory Framework for the Early Years Foundation Stage requirements. All of the relevant policies and procedures containing the necessary detail are in place. The manager ensures that procedures for recruitment, selection and induction of new staff are robust and the relevant records are maintained, reviewed and updated appropriately.

The premises and resources are well-organised to meet the needs of the children. Staff are clear of their roles and responsibilities. They support and supervise children well in order to ensure their safety and that their needs are met. Staff have carefully considered how to best utilise the large play spaces both indoors and outdoors and have created a welcoming and accessible environment for children. As a result, children are confident and secure in their surroundings. Children are able to self select from a broad range of well organised and presented good quality resources. This enables them to develop their independence and make choices about the toys they wish to play with. Good systems are in place to support children with English as an additional language and staff are committed to working with other agencies and relevant professionals to support the identification and inclusion of children with special educational needs and/or disabilities. Staff's knowledge and planning for the individual child helps to narrow the achievement gap and support all children's progress.

Relationships with parents are positive and they speak highly of the setting's welcoming and flexible approach, and of staff's effectiveness in getting to know individual children and helping them settle quickly. Staff work closely with parents to collect relevant information about their children at induction and as an ongoing process. All information is readily available in children's individual files to support their welfare, care and development. Parents are kept informed of their child's daily activities and progress through a range of methods. For example, daily discussion, written diaries, newsletters, information boards and parents evenings. The setting undertakes parental questionnaires and has recently completed a '3 stars and a wish' campaign to gather parents' views on the service they receive. This information is used to help self-evaluate the effectiveness of the provision and identify areas for improvement.

Systems for monitoring and self-assessment are effective and the manager and staff demonstrate a strong commitment to improving the service provided. They work well together as a team and have been pro-active in responding to advice and support from other professionals and local agencies. The setting's strengths and areas for future development have been identified and a clear action plan has been devised and implemented in order to continue build on good practice. All actions from the previous inspection have been successfully addressed, which has

improved the outcomes for children.

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

Children play and learn in a stimulating environment. They show a positive attitude to learning and are making good progress in most areas. Staff are clearly aware of the learning and development requirements of the Early Years Foundation Stage and support the children well. Ongoing observations of the children are generally used effectively to plan activities and experiences which recognise the uniqueness of each child. However, this is not always consistent and some records do not clearly identify children's next steps in learning. Children enjoy a balance of adult-led and child-initiated activities and staff are skilful in responding to children's individual interests and ideas. Suitable planning systems generally ensure children take part in a range of learning experiences across all the areas of learning. However, some areas, such as, problem solving, reasoning and numeracy are less well represented. Consequently, children do not consistently have the opportunity to take part in a full range of activities.

Children in all areas of the setting clearly feel safe and secure as they are confident and relaxed during their play. They have forged positive relationships with staff, who engage warmly and purposefully with them and encourage them to make independent choices and decisions. Children's personal, social and emotional development is well promoted and they play happily and cooperatively with their peers. For example, a group of children play in the sand together, sharing and patiently waiting their turn to use the tools and equipment. Children are encouraged to develop their self-help skills, whether it be a young child taking off their Wellington boots after playing outside or an older child helping themselves to their lunch time meal. Realistic rules help children to understand what is expected of them. There is an emphasis on celebrating children's achievements and positive behaviour, which helps to promote their self-esteem. Children are valued as individuals. For example, staff are pro-active in using or developing their own personal skills and learn and speak with children in their home language or introduce books which represent different languages.

All children have good access to creative activities. Well resourced areas in each room provide them with good opportunities to initiate their own play or take part in planned activities. For example, older children freely access paint, brushes and paper to create their own pictures, whilst younger children are provided with appropriate materials and supported by a member of staff. All children enjoy creating their own design on the paper and their achievements are enthusiastically acknowledged. All children are provided with numerous opportunities to make marks and develop independent writing through a range of activities, such as, writing shopping lists in the home corner or using a paintbrush and water on the slabs outside. Children have good access to a broad range of books which they can access independently and share with a friend or staff member or join in with 'group story time'. All children benefit from good access to the outdoor play area where purposeful activities effectively support their development. For example, as

they play a game of catch with a member of staff or ride on the bikes and scooters, skilfully navigating obstacles as they go. An established vegetable plot provides staff with many opportunities to introduce new concepts and ideas to children. For example, a child excitedly tells everyone that she has 'found a courgette'. As more children become involved in the picking process they go on to chop the vegetables ready for cooking. From an early age, children develop good habits to support their future development and learning. For example, young children experiment with electronic toys to make sounds and lights or explore the space and natural resources as they play outside. Older children have good access to computers where they can chose from a selection of programmes or use other equipment, such as, cameras and telephones in their role play.

Children begin to learn how to keep themselves safe through daily routines, discussion and planned activities. For example, children are gently reminded not to throw sand as they play and the potential dangers of fireworks are discussed with older children as they talk about the imminent 'Diwali' celebrations. Children's health is effectively promoted across the setting. All children consistently implement healthy practices, for example, when hand washing before eating they talk about 'washing away the germs'. Staff ensure they know how to manage any specific health and dietary needs and maintain and update all appropriate records. Children are enthusiastic in their enjoyment of the appetising meals which are prepared daily from fresh ingredients and many parents comment positively on the range and quality of meals and snacks provided for their children.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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