

High Trees Nursery

Inspection report for early years provision

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Inspector

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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 is privately owned and has been registered since 2002. It was previously run as an independent preparatory school under Ofsted's education division and opened in the 1930's. It is located in Clifford, on the outskirts of Leeds. The nursery operates from four ground floor rooms within a converted property. There are four outdoor play areas adjoining the premises. The nursery is open Monday to Friday between 7.30am and 6pm, 51 weeks of the year, closing for one week at Christmas. The nursery is registered on the Early Years Register. A maximum of 84 children may attend at any one time. There are currently 101 children on roll. The nursery receives funding for three and four-year-old children. They welcome children with special educational needs and/or disabilities and children with English as an additional language. There are 25 members of staff working with the children, 22 of whom hold an appropriate early years qualification. One member of staff is working towards a relevant qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery effectively meets the differing needs of children in the Early Years Foundation Stage. Staff respect children as individuals and generally promote their independence well. The consistently implemented policies and procedures effectively promote children's health, safety and well-being. Well-established partnerships with parents and links with other settings enable children to make good progress in their learning and development. However, systems to monitor children's progress do not reflect their starting points. The clearly defined management structure provides a purposeful sense of direction and motivates staff to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- implement systems to fully use information regarding children's starting points to monitor their initial progress
- develop mealtimes to further promote children's independence.

The effectiveness of leadership and management of the early years provision

The nursery is efficiently led and managed and provides a safe and enjoyable environment where children are keen to learn and develop. Staff regularly access training and have a secure understanding of the signs and symptoms of abuse and neglect and the Local Safeguarding Children Board procedures. Recruitment and vetting of staff and a thorough induction process ensure that adults working with

children have appropriate qualifications, skills and experience. Additionally, access to the premises is rigorously monitored and the system to record visitors is consistently maintained to accurately show persons present. Regularly reviewed risk assessments and staff consistently recording accidents, existing injuries and medication administered to children help keep them safe at all times. Their safety is further enhanced as staff regularly review accidents to ensure that ratios are correct and areas and equipment remain safe to use.

Staff are skilled at establishing trusting relationships with parents and maintain them effectively. Parents are extremely happy with the care their children receive and comment that the mixed ages of staff are a real strength of the nursery. Written information, daily discussions and staff actively inviting parents comments, ensure a successful two-way flow of information. Children receive the support they require and experience a smooth transition between settings as the nursery develops links with other childcare providers. Resources are used effectively to enhance children's care and wellbeing. High adult to child ratios and sensitively deployed staff throughout the setting ensure that children feel special and unique. The nursery actively seeks the views and opinions of children, parents and other professionals to assess strengths and weaknesses. Self-evaluation is effective and targets areas to bring about change and positively promote outcomes for children. All actions and recommendations from the previous inspection have been fully addressed.

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

Children thoroughly enjoy their time at the nursery and enthusiastically investigate the varied range of activities. They excitedly greet their friends with a big hug, demonstrating the firm friendships they make at nursery. Staff create a lovely atmosphere and actively nurture children's self-esteem. Young children laugh with delight as they sit in a paddling pool, splashing and bursting the bubbles. Staff successfully meet children's differing needs. Therefore, they behave well, take turns and are polite and considerate of one another. They spontaneously apologise as they accidentally bump into their friend. Older children politely say 'excuse me' when asking staff if they can have a turn next. Children feel good about themselves and follow the positive example set by staff. They show appreciation of their friends creative masterpiece as they comment 'wow, I like your picture.' Staff skilfully follow children's interests as they have fun guessing what will happen if they mix two paint colours. Children proudly show they have made brown by adding orange to green paint.

Children develop valuable skills for later life as they are offered a number of opportunities that promote independence. Older children confidently put on their own coats and younger children are adept at removing their socks. Children recognise when they are thirsty and spontaneously access drinks from the water fountains. However, children are not able to influence what, or how much they eat as they do not pour their own drinks or serve their own lunch. Children are familiar with self-care skills. They independently access tissues, use them once and dispose of them immediately to prevent the spread of infection. Older children proudly

state they have washed their hands to 'get rid of germs.' They know that fruit and vegetables are good for them and 'make them big and strong.' Children's understanding of healthy eating is enhanced as they experience growing their own vegetables. They enjoy planting potatoes and excitedly show the beans they are growing.

Children of all ages have great fun playing outdoors in the extensive and natural environment. They listen to the birds singing and talk about the horses and rabbits they see. Staff happily follow children's lead as they initiate activities. Staff help children hunt for ladybirds and skilfully use these opportunities to promote children's mathematical understanding and ideas. Children confidently state that the ladybird is red with black spots and correctly count to five, when staff ask 'how many spots?' Children know their own limitations and boundaries and spontaneously ask for help to climb over the top of the climbing frame. More confident children comment that they 'do not need to hold on as they feel safe.' Children have the unique opportunity to assist in training puppies to be guide dogs. They know that guide dogs help people who cannot see well. They know the dogs need to be calm and used to being with children before they go to 'guide dog school.' This significantly contributes to their ability to value and respect the difference and similarity in others.

Staff have a secure knowledge of the Early Years Foundation Stage and observations and monitoring of children's progress is thorough. Assessments from observations are used effectively to plan the next steps in learning for each child. This enables children to achieve well and make good progress towards the early learning goals. However, information about children's starting points is not used effectively to monitor their early progress. Staff proactively adapt resources to ensure that all children are able to participate and do not feel excluded. They position sensory activities on the floor to enable all children to reach and enjoy them. Children are developing an awareness of protecting the environment as they recycle items. They enjoy reusing items for craft activities and know the importance of not wasting water. Although, children do not have trips into the local community very often, staff regularly arrange visitors to the nursery. These include, police, fire fighters and the local vicar, who 'christened' a doll as a number of children had recently gained a sibling.

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

The quality of the provision in the Early Years Foundation Stage	2
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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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