

Pear Tree Day Nursery

Inspection report for early years provision

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Inspector Louise Bonney

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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

Pear Tree Day Nursery was opened in September 1988 and registered under new ownership in 2007. It is a sister nursery to Pirbright Day Nursery and is situated in a private house, within a conservation area in Farnborough, Hampshire. The ground floor of the house is used by the children, including a playroom and messy play area. Outside there is a covered decked area and garden. The nursery serves the local area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children on roll, aged from two to four years. Up to 26 children may attend at any one time. The nursery provides free early years education for children aged three and four. Children attend for various sessions or full time. The nursery supports children with special educational needs and/or disabilities.

The nursery is open from Monday to Friday, 8.00am until 5.30pm for 50 weeks a year.

There are six members of staff working directly with the children. Of these, five hold recognised early years qualifications at levels 2, 3, 5 and 6. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The manager and staff show clear understanding overall of how to support children's learning and welfare and create a warm and friendly atmosphere where children thrive. They establish excellent partnerships with parents who are fully involved in their children's learning. They work closely with other agencies in order to support children's identified special educational needs and/or disabilities. They demonstrate reflective practise and a good ability to continually develop as they review their provision and implement their clearly defined development plan. They safeguard the children through their thorough risk assessment and rigorous recruitment procedures.

What steps need to be taken to improve provision further?

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

- extend children's use of books and other materials that provide information or instructions, such as during cookery, art or gardening activities
- review the organisation of adult-led group activities to more effectively meet children's individual needs.

The effectiveness of leadership and management of the early years provision

The manager and staff regularly review and implement the nursery's comprehensive and inclusive policies and procedures. New staff undergo rigorous recruitment and induction procedures and all those working on the premises have been fully vetted to check their suitability. All staff attend training for safeguarding, which helps them understand the issues and correct procedures to follow. Staff are well qualified and ratios are carefully maintained at all times, with lunch-time cover provided for staff breaks. Staff record their full risk assessment of the nursery and children's activities. They review the risk assessment following incidents and take immediate action to reduce any newly identified hazards. This safeguards the children well.

The manager promotes reflective practise as she introduces systems for staff to evaluate and develop all areas of provision. She seeks and acts upon feedback from parents, local authority advisors and inspectors. She has good understanding of the nursery's strengths and any areas for improvement are reflected in a clear development plan. Many areas have been developed since the last inspection, including planning and assessment systems, the resourcing and access to the garden and provision of a covered outdoor area, the use of technology such as digital cameras and programmable toys. This reflects a good capacity for continual improvement.

The manager deploys staff effectively and organises the key-worker system well. This supports the development of excellent partnerships with parents and helps children quickly bond with their special member of staff. Additional training is sought to support staff's roles, such as for special educational needs and/or disabilities or for safeguarding children. Children have easy access to a wide range of resources indoors and out, with those indoors clearly labelled to support their independent choices. Children now only access the ground floor of the premises so that they all have free access to the garden throughout the day. This provides more flexible learning opportunities for all the children. Staff support sustainability by providing a bug and planting area, where children develop knowledge of insects and how to grow their own food. They encourage children to recycle as they water plants with used water from their activities and compost vegetable waste.

The manager and staff promote equality and diversity well. They provide children with planned activities and resources that promote their awareness of similarities and differences. Parents sometimes visit to share their culture or provide photographs and information for staff to use with the children. Staff use their observational assessment records of children's progress to ensure each child is progressing in their learning. A new system further helps the monitoring of individual and groups of children by providing a more condensed view of children's progress towards the early learning goals.

Staff have highly positive relationships with parents. Parents receive clear information about the nursery through the web site, documentation and notice

boards. They meet with their children's key workers at initial settling-in visits when information is shared about children's care needs and development. They are invited to attend meetings to discuss their children's progress every other month and take their children's records home. Many parents contribute fully to their children's learning records with photographs and comments about new skills and interests. This helps staff develop a more rounded picture of children's development. Staff display leaflets for parents to take about planned activities, recipes and suggestions of how they can further develop the activities at home. Staff who support children with special educational needs and/or disabilities liaise very closely with parents, therapists and schools. This helps them identify and agree how to best meet the child's needs, including when they first start school. This greatly promotes continuity in children's care and learning.

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

Staff have good understanding of the Early Years Foundation Stage learning and development requirements and provide a wide range of activities that stimulate children's interest and learning. They use their observation records and feedback from parents and therapists to assess children's progress towards the early learning goals. They identify and plan children's next steps and evaluate how well learning aims are met. This systematically builds on children's prior knowledge and leads to their making good progress in their learning and development.

Children thrive in the homely and welcoming atmosphere of the nursery. New children are made welcome by their key workers and receive sensitive support as they learn to separate from their parents. Children energetically engage in their activities and show much independence as they make choices and develop their own play and learning. They have good opportunities to solve problems and explore materials, supported by staff who question them and make suggestions to develop their thinking and ideas. In the garden they experiment with guttering so that water transfers between trays and moves objects along by its force. They explore various materials presented in imaginative ways, such as straw, sand, beans and water in a large tray. They develop awareness of the world as they hunt for bugs in the wild part of the garden or grow, pick and help prepare vegetables for cooking.

Children show awareness of patterns as they paint stripes on animals and consider similarities and differences as staff encourage them to look at picture cards showing various types of monkeys. Children show they know how to open and use programmes on the computer. They develop a sense of achievement as staff show them how to save their computer painting and take a photograph for their learning record. Staff respond to children's interests and use these to promote learning in various ways. For instance, children's love of dinosaurs leads to design and craft activities indoors and mixing materials to make a swamp outside.

Children develop pre-reading and writing skills as they paint on large sheets of paper in the garden, participate in action rhymes, and some are beginning to write

their names clearly as staff encourage them to label their own work. They show a love of books as they listen to stories read by staff and select books from the visiting mobile library each week. However, this is not further developed by using books or other printed materials to support a wider range of activities, such as cookery or gardening. Staff introduce some adult-led activities to support identified learning aims or spontaneously lead circle games and action rhymes. They organise small group activities, such as for cookery, although these are sometimes too crowded for children to derive full benefit. Children with special educational needs and/or disabilities receive close support from staff. They find their favourite toys are already set out on arrival which helps them settle quickly. Staff use photographic prompts, routines and activities recommended by therapists to help children communicate and take turns.

Children develop good health as they enthusiastically eat the nutritious meals provided by the nursery's cook. All feel fully included as ingredients are used that take into account any individual allergies or dietary requirements. They help themselves to water whenever they feel thirsty and help to prepare their snacks. They have plenty of opportunity for fresh air and exercise in the garden. Children learn about safety and look for their sunhats and wait for sun cream to be applied by staff before playing out on hot days. Children have appropriate challenges that help them learn how to manage risk. They learn how to use tools such as saws and hammers with close supervision and control push-along wheeled toys as they move at speed. Children behave well and develop friendships with others. They show kindness towards each other, such as when expressing their concern to an adult that a child has no shoes on in the garden and goes to hold his hand to gently lead him back. Children care for the guinea pig as they go to ask the cook for his food. Children know staff value them as individuals and they show confidence and security with them as they ask for their needs or share news about activities at home.

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	1

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met