

# The Magic Tree Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY314212

**Inspection date**

20/06/2011

**Inspector**

Melanie Calway

**Setting address**

35 Yaxham Road, Dereham, Norfolk, NR19 1HD

**Telephone number**

01362 694690

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Magic Tree Day nursery is one of five nurseries owned by Alpha Nurseries Ltd. It originally opened in 2006 and operates from two rooms in a converted building on an industrial estate in East Dereham, Norfolk. Children have access to an enclosed outdoor play area. The nursery is open from 7.30am to 6pm all year round.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 58 children on roll, some in part-time places. The nursery has some children who speak English as an additional language.

There are eight members of staff, seven of whom have appropriate early years qualifications. The manager has achieved Early Years Professional Status. The setting is supported by the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children enjoy positive relationships with staff, who are experienced and well qualified. Children's individual needs are met because staff make regular observations of children's play and plan opportunities to help them to progress. Risk assessments are generally effective to ensure children's safety. Information about children's care is exchanged with parents on a daily basis. The nursery has recently had a change of management and staff structures are still being established. The managers are currently establishing self-evaluation systems and plans for improvement are in place.

## **What steps need to be taken to improve provision further?**

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

- improve the risk assessment to cover anything with which a child may come into contact
- help children to recognise the importance of keeping healthy and those things which contribute to this
- develop the partnership with parents by encouraging them to contribute to the assessment process, their own knowledge of children's achievements across all the areas of learning
- establish systems to share information with other providers when children attend other settings to ensure effective continuity and progression.

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded from the risk of abuse or neglect because all staff working with children have the necessary clearances. Systems are in place to support staff, such as regular supervision, induction and appraisal. Staff have a good knowledge of safeguarding procedures and are aware of their responsibility to refer any concerns they may have about children's welfare. Most have undertaken safeguarding training and information is easily accessible so that they can act appropriately if needed. Procedures, such as the restriction on the use of personal mobile telephones while in the nursery, further protect children. Security at the nursery is good, with all visitors closely monitored and children well supervised. Risk assessments and daily safety checks are carried out. However, these do not contain sufficient detail and do not cover all areas of the nursery, such as the lobby area. The daily checks are not sufficiently rigorous and, as a result, some hazards are not accurately identified in the outside area, such as small pieces of equipment which could provide a risk to the younger children. Fire prevention equipment is in place and regular drills are carried out to ensure that children and staff know what to do in the event of a fire or emergency.

The indoor environment is bright and attractive with some displays of children's work on the walls. Children benefit from high quality equipment and furniture. Resources are organised to promote their independence as they can select items from labelled drawers and put them away again. Photographs of children in the displays help them to feel part of the setting. Children are respected as individuals and those who speak English as an additional language are included, as the setting ensures that resources and key words are obtained to help children and families to feel welcome. Information is exchanged with parents on a daily basis about their children's care as they drop children off, and daily communication books provide information about children's routines. Parents are invited to look at the learning records, but are not always actively contributing to the assessment process their own knowledge of children's achievements across all the areas of learning. The setting is aware of the need to share information with other providers when children attend other settings and are beginning to establish systems to do this. Systems are currently being established by the new manager to evaluate the practice of the nursery and she works closely with the local authority advisor and her area manager to identify ways of developing the service.

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

Children make progress in their learning and development because key persons make detailed observations which are used to plan appropriate opportunities to help them to progress. Staff have a good knowledge of the children in their care and plan activities based on their interests. Children communicate confidently with staff and with each other. They come in eager to tell staff about their experiences and what they have done at the weekend. Staff listen sensitively and encourage children in their communications. Children are beginning to recognise print as they

select their names when they register or find the apple with their name on at snack time. There is a well-stocked writing area and some children are able to write their names on their work. A chalk board outside also offers opportunities for writing and mark-making. Books are accessible and children enjoy stories throughout the day. Babies become familiar with books as a basket of board books is placed on the floor. Staff use open-ended questions to encourage children's problem-solving skills. They introduce counting through routine play activities, for example, encouraging children to count the numbers of carriages on the track and asking appropriate questions, such as, 'how many yellow ones are there?'. Children are becoming familiar with mathematical language as they name shapes such as an 'oval' at the play dough table.

Craft materials are stored in a trolley and so are easily accessible, and activities are organised to encourage children to express themselves in different media. Babies enjoy the sensation of using paints and rollers and the feel of paint on their fingers. The role play area provides opportunities for children to use their imaginations. Children learn about the world around them through conversations with staff about what they have been doing. They explore some natural materials, such as water in the outside area, and learn about growing as they plant sunflower seeds. Caring for the guinea pigs teaches them about caring for other creatures and the babies are fascinated as they watch them. A computer is available for children to access to become familiar with information technology.

Children develop good independence skills as they select activities and resources and help to tidy them away when they have finished. Children help themselves to tissues and wipes and dispose of them in the bin. They also put their empty yoghurt pots in the bin and scrape their plates after breakfast. At lunch they pass the cutlery around and serve themselves, which enables them to develop confidence and independence. Routines are generally flexible, with children in the older room able to choose whether to play in or out and when to have their snack. Children have plenty of space to move freely and enjoy playing with birthday balloons. Babies are able to crawl and pull themselves up on furniture and roll over on the cushions. They move rhythmically to music and respond to nursery rhymes. Outside there are ride-on toys and some climbing equipment for children to develop physical skills.

Children's health is adequately promoted. All children have fresh air every day and the older children can play outside for most of the day if they want to. There are good hygiene procedures in place and suitable arrangements for nappy-changing. Some specific activities are organised to help children to learn about a healthy lifestyle. For example they are shown through special lighting how their hands can be dirty and a visit is arranged with the dental nurse to talk about looking after teeth. However, opportunities are missed to give children explanations about living a healthy lifestyle in the daily routine and some practices give children confusing messages. There are no prompts in the environment to remind children about being healthy. Children have a healthy breakfast, a snack of fresh fruit and a hot lunch if they want it. However, the balance of the menu is not consistently nutritious and on some days children are not offered any healthy alternatives for lunch. Children are provided with sun cream when they play outside and are encouraged to wear sun hats if they have brought them. Staff talk to them about

why they need to be safe in the sun but, although spare hats are kept, these are not always available, leaving some children without hats and unprotected. Children are reminded to play safely and are given some explanations in the routine. Staff talk to children about why they need to practice a fire drill and about road safety if they go out. Role play and stories are also used to encourage children to learn about safety. Children have formed positive relationships with the staff and friendships with each other. They are encouraged to behave appropriately and their independence is well fostered which promotes their self-esteem. They are learning skills for the future as they progress in their learning and form relationships.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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