

The Family Tree Childrens Centre

Inspection report for early years provision

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EY422255

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Inspector

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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

The Family Tree Children's Centre was registered 2011 and is situated on a school site that is approximately half a mile from the town centre of Newent in Gloucestershire. It is one of a cluster of three Children's Centres in the Forest of Dean managed by Barnardo's. A board of trustees is responsible for the building. The premises include a main play room with integral and disabled toilet facilities, therapy room and lobby/family area. Outside, there is an enclosed area with wooden, adventure play equipment. The centre serves the local community in Newent. A variety of sessions are run during term-time, including a pre-school group. A crèche provides childcare for parents and carers attending courses. The centre has close links with local schools and runs an outreach service. It currently operates Nursery/Rising 3 sessions on Tuesday, Wednesday and Friday from 9am to 12 noon and an all-day session on Thursday from 9am to 3pm. All sessions include the opportunity to bring dinner and have lunch at the centre. The Children's Centre is registered on the Early Years Register and also makes provision for children older than the early years age group, as it is registered on the voluntary and compulsory parts of the Childcare Register. It is registered to care for 20 children at any one time, including 20 in the early years age group. There are currently 24 children in the early years age group on roll. The centre supports a significant number of children with special educational needs and/or disabilities. Children attend for a variety of sessions, including '2's alone'. Other sessions available on a weekly basis include a Drop in, Baby group, Targeted crèche (for referred children from one year) and Young parents. There are currently six members of staff working with the children who all hold appropriate early years qualifications. The acting manager has Qualified Teacher Status and has achieved Early Years Professional Status. There is one member of staff working towards a Foundation Degree in Early Years. The centre provides free early education for two-, three- and four-year-olds. Operational links are in place with the school on whose site the centre is located.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a fully inclusive environment where children settle to be secure and happy. Children achieve very well in all aspects of their learning and development in relation to their starting points. Full emphasis is placed on meeting individual needs and practitioners organise routines and experiences to be highly interesting and stimulating. Children's welfare is effectively promoted through excellent safeguarding arrangements and most documentation is in place to support children's health. Systems to work in partnership are with parents and carers are, overall, highly developed while working relationships with other agencies and providers are excellent. Good commitment to ongoing improvement from the new management means that systems are being put into place for the identification of areas for development to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- retain records relating to individual children for a reasonable period of time, for example, three years after the children have left the provision
- enhance children's progress towards the early learning goals by obtaining more information from new parents about the children's learning in all areas.

The effectiveness of leadership and management of the early years provision

The nursery practitioners are well qualified and ensure that children's safety is given the highest priority. They have outstanding experience, knowledge and skills concerning the safeguarding of young children to respond wherever there is a concern about a child. Children who are identified as at risk are closely monitored and practitioners link with Social Care as appropriate. All adults are vetted in accordance with regulations and safe recruitment procedures and their on-going suitability to work with children is regularly checked. The premises are secure indoors and outdoors as exterior doors are locked and the field is fully enclosed by the school's high fence. The nursery completes comprehensive daily risk assessments on the premises, activities and occasional outings. The environment is planned extremely well to meet children's needs and ensure their safety as they access in complete confidence. Most documentation is organised to a high standard to support children's well-being; however, a signed consent for administration of medication has not been retained as is required. The policies and procedures have recently been updated to reflect the new management and these are supplemented by previous registration's policies where required.

The nursery clearly demonstrated that practitioners are successfully working to narrow the achievement gap and to promote equality and diversity. There is excellent planning so that all children have targets in order that their individual skills are fully addressed. Inclusion is fully promoted and priority for places at the nursery is given to those with an identified special educational need and/or disability or social need. Careful consideration is given to boys and girls and the differences in learning styles and preferred environments, for example, through free access to in and outdoor resources. Children's understanding of individual differences is highly developed through celebrations of different cultures and religions and learning that everyone is special but that they are different and are individuals. Children with special educational needs and/or disabilities are expertly supported by the high adult to child ratios and are included in activities as appropriate to their individual learning needs. They thrive in the fully child-orientated environment that is resourced with much high quality equipment, including items made by the practitioners. Use of time and other resources is excellent with children making choices of activities from the many set out and being skilfully supported by practitioners to extend their learning. For example, a

mirror activity was successfully extended with the use of felt materials for children to make and talk about their faces.

The partnership between the practitioners and the parents and carers is exceptional. Family members are offered excellent support so that children receive the care and education they require. New parents complete a 'passport' to provided practitioners with much general information about the children, although this does not include details regarding their learning and development in the six areas of learning. Families appreciate the efforts made to support their children and report of their immense satisfaction with regard to the information they receive about the nursery and their children's progress. The nursery also works substantially with other agencies and providers that deliver the Early Years Foundation Stage, so there is continuity of care that has a considerable benefit for individual children. The level of reflection and self-evaluation to date has been exceptional with high calibre evaluation of practice that has led to focused and fully effective development plans. The practitioners have worked as a dedicated and committed team to improve outcomes for children. The nursery is now facing different challenges under the new management that is currently being set in place.

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

All children make significant gains in their learning and skills for the future. Their individual progress is consistently very good and often excellent in relation to their capabilities and starting points. This is comprehensively recorded so that development is closely monitored and detailed next steps for learning are identified. Those with special educational needs and/or disabilities receive highly focused, individual support from skilful practitioners so their achievements are recognised, valued and extended as far as possible. Children's progress is very good in all areas of learning and particularly high in personal, social and emotional development. This is because children are free for much of the session to explore their surroundings with great interest as active and inquisitive learners. They become engrossed in their own ideas and use a wide range of media to investigate and create. For example, children show high levels of concentration and perseverance in experiments to send dry sand down chutes. They make great strides in their self-esteem and confidence through the practitioners' genuine interest in their thoughts and ideas and the resulting emphatic praise. Children also make outstanding progress in their communication language and literacy skills. They benefit from continuous opportunities to talk with practitioners about their chosen play. Excellent use is made of indoor and outdoor spaces for varied mark-making and of small groups for story-based and musical activities. Use of innovative methods, including 'story mountains', mean that children are expertly supported to tell their own tales through drawings and words scribed by the adults, for example, based on 'Jack and the beanstalk'.

Children are secure and develop a sense of belonging to the setting. They enjoy their time in the nursery and settle quickly to their chosen play. Practitioners tell

children about what will happen during the rest of the day and offer good support so that children master their fears, for example, of toy monkeys. Children's understanding of safety issues is demonstrated through their play as they recognise and confidently talk about dangers and how to keep themselves safe. They are well included in risk assessment of their activities, talking about how to keep safe when climbing and the need to dry slippery equipment after rain. They learn to handle tools correctly, including hammers and tacks. Most children show good awareness about what constitutes a healthy lifestyle and adopt good personal hygiene routines. They help to grow fruit and vegetables and make healthy food choices at snack times to gain an understanding of the importance of healthy eating. Children choose to spend time out of doors in the fresh air. They engage in a wide range of physical activities and increase their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Young children appear content and settled because their health, physical and dietary requirements are well met.

All children show an extremely strong sense of security and belonging within the nursery. Depending on their starting points and capabilities, they are confident and develop excellent relationships with adults and their peers. They display extremely high levels of confidence and self-esteem, working exceptionally well independently and showing excellent cooperation skills. For example, children willingly take turns to choose soft toys from a song bag and share exciting materials brought in, such as snow and ice. The very clear expectations and boundaries set mean that children receive excellent support to behave and to be polite. They begin to show an excellent awareness of responsibility within the nursery, for example, collecting their own crockery and helping to pull a heavy box of blocks outdoors. The children are confident, inquisitive and enthusiastic because the nursery provision most effectively meets their needs and provides great interest and enjoyment.

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	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
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	1
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	1
The extent to which children develop skills for the future	1

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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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