

Tall Trees

Inspection report for early years provision

Unique reference number	EY307107
Inspection date	02/04/2009
Inspector	June Rice
Setting address	Tall Trees, The Sycamores, Scawthorpe, Doncaster, South Yorkshire, DN5 7UH
Telephone number	01302 782981
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Tall Trees nursery opened in July 2005 and is privately run. It operates from a two storey building situated in Scawthorpe, near Doncaster. Children have access to an enclosed outdoor play area. The premises are accessible to people with limited mobility.

The nursery is open each weekday from 07.30 to 18.00 all year round except Christmas and bank holidays. The nursery is registered to care for a maximum of 35 children under five years. It also offers care to children aged over five years to eight years. This provision is registered on the Childcare Register. Children occupying these places share the same facilities as the children in the early years age range. There are 48 children under five years on roll, of these 15 are funded.

There are 10 permanent staff members, eight of whom hold relevant childcare qualifications, and two others are completing training to achieve a level 2 childcare qualification.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The provider maintains the capacity to improve through the steps taken to evaluate the provision which gives those in charge a good understanding of their strengths and areas for improvement. Policies and procedures are effective and inclusive, they are available to and understood by parents and staff. However, the recording of complaints does not fully meet requirements. The provision works closely with outside agencies to ensure children's individual needs are met effectively. Both boys and girls are considered when planning activities and practitioners ensure the learning environment and resources are available to all children. However, the use of resources to promote children's awareness of diversity are limited.

What steps need to be taken to improve provision further?

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

- continue to evaluate the outcome of activities to ensure the grouping of children is appropriate
- further develop the use of resources and activities with which to promote children's awareness of diversity.

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a record of complaints and any subsequent action taken. (Documentation)(also applies to CR8 Records to be kept)

09/04/2009

The leadership and management of the early years provision

Most records required for the safe and efficient management of the early years provision are maintained. However, the recording of complaints does not fully meet requirements. For example, not all complaints have been recorded. The setting has developed a good partnership with parents and others and this ensures children's individual needs are met effectively. For example, they work closely with other professionals such as speech therapists and physiotherapists, and they share appropriate information with other early years providers. Clear, good quality and effective risk assessments are in place and ensure the suitability and safety of outdoor and indoor spaces, furniture, equipment and toys.

Inclusive practice is promoted well. Children with speech and mobility problems are supported well, and there is no gender bias. Children benefit from planned activities and stories that introduce them to different cultures and they have access to a small amount of toys and resources such as jigsaws, dolls and small world equipment that show positive images of culture and gender. However, these resources are limited and staff do not use them as effectively as they could to help children understand, respect and value those who are different from themselves.

The quality and standards of the early years provision

Children are safeguarded because practitioners work in partnership with parents and others to safeguard them. For example, medication and accidents are recorded, and existing injuries are discussed with parents. They are further protected because the provider and staff demonstrate a clear understanding of child protection issues and the procedures to follow. Children learn about keeping safe through simple explanations and daily routines. They benefit from a well balanced variety of food, water and milk to drink. They wash hands before meals, after using the toilet, and brush their teeth after lunch. The risk of cross infection is reduced because children who are infectious are excluded and staff use stringent procedures when changing nappies.

Children are friendly, confident and enjoy their time at the setting. They take turns and share, and enjoy lots of praise and encouragement from staff who interact well with them. Their opinions on future activities are sought and parents are encouraged to share their children's achievements or special events so their friends can help them celebrate. Practitioners' skills in supporting children's learning are good. All children benefit from well planned, purposeful play both in and out doors that results in them being active and creative learners. It takes account of children's interests and the activities they enjoy. Parents are informed about children's progress on a daily basis and are able to request their records which clearly illustrate their progress through photographs, children's work and written observations. The information gathered at the time of placement is limited in regard to children's starting points. However, staff demonstrate they get to know the children very quickly and start planning accordingly.

Children enjoy singing and movement to action songs and rhymes they have

chosen. This activity moves naturally into Jolly Phonic and counting exercises. Children make Easter nests and when questioned they explain they need chocolate to make them, and talk about how the ingredients feel and smell, as they crush them between their fingers. They count as they spoon mixture into bun cases and decorate them. They talk about chicks coming from eggs and the scrambled egg they had for tea. Children remain fairly patient as they wait their turn. However, the group size during this activity was too large and some children became slightly frustrated at the length of time they had to wait. Children give meaning to marks and show growing competence at copying and forming letters. For example, they draw a picture of 'mummy' describing her eyes and smile. They proudly show their writing and help themselves to books, turn pages and read aloud. They point to and name numbers correctly.

Children enjoy outside play as they experiment with water and sand to make moving parts work, and look at how structures are put together. Children walk carefully along a balancing beam, some independently and others with support. They ride and push equipment along confidently manoeuvring around obstacles and avoiding knocking into others. Babies enjoy experimenting with metal and wooden objects, listening to the different sounds as they tap them together. They use their hands and mouths to explore the items, try to bounce the wooden ball after rolling it and place items back into the basket. They enjoy lots of opportunities to explore different textures such as spaghetti, foam, paint, sand and water. Toddlers move around freely in their environment, they are happy and contented, greeting visitors with smiles and occasional caution. More confident children show interest in visitors and initiate interaction.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years inspection report. 09/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years inspection report. 09/04/2009