

Pear Tree Nursery School & Kidz Club

Inspection report for early years provision

Unique reference number EY415109
Inspection date 09/09/2011
Inspector Hayley Lapworth

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Type of setting Childcare - Non-Domestic

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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

Pear Tree Nursery School and Kidz Club is one of three settings under the current ownership. It operates from four rooms in a purpose-built building in Leicester. The nursery registered in 2010 and serves the local area. The nursery is easily accessible with a ramp leading to the front door. There are some steps inside the premises leading to the pre-school room. There are two fully enclosed areas available for outdoor play. Both areas are partially covered to allow free flow play.

The nursery opens Monday to Friday for 51 weeks of the year from 7am until 6.30pm. The nursery also offers an out of school club facility. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 50 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 65 children on roll.

The nursery employs 13 members of staff to work directly with the children, eleven of whom hold a qualification at level 3 or above. A dedicated cook is also employed. There are three members of staff who hold childcare degrees and two who hold Early Years Professional Status. Two further members of staff are currently working towards Early Years Professional Status. The nursery receives support from the local authority and provides a drop off and collection service from numerous local schools. The nursery also works in partnership with East Midlands Housing Association and Sure Start.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Satisfactory arrangements are in place to safeguard children and their welfare is promoted effectively in some areas. The emergency evacuation drill record requires more detail. Children's learning and development records are effectively maintained, ensuring they make progress across the six areas of learning. Inclusion is effectively promoted and good attention is given to helping children develop skills for the future. Overall, partnerships with parents and other providers are effective. Suitable strategies for monitoring and evaluating the provision are in place.

What steps need to be taken to improve provision further?

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

- keep a record of all accidents involving children (Safeguarding and promoting children's welfare) (also applies to both parts of the Childcare Register) 16/09/2011
- obtain parents' written permission for the seeking of 16/09/2011

any necessary advice or treatment (Safeguarding and promoting children's welfare).

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

- improve systems to ensure all staff are effectively involved in the self-evaluation process
- include on the emergency evacuation record any problems that were encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

The management and staff create an environment in which children are suitably protected from abuse and neglect, and where some staff are trained to enable them to promptly respond to any concerns about children's welfare. Staff demonstrate a satisfactory knowledge and understanding of their duties, safeguarding requirements and regulations. Robust recruitment procedures ensure that all new staff, volunteers and students complete the necessary checks to confirm their suitability to be in contact with children. Many written risk assessments are effective in ensuring that potential hazards to children's safety are both identified and minimised. Written documentation is in place to help safeguard children, for example, a safeguarding policy. However, children's best interests are not fully served because parental consent for the seeking of emergency advice or treatment has not been fully obtained. Also, some staff do not record accidents involving children in their care. Consequently, this may impact upon the safety of the children. Available space, both indoors and outdoors, is well-organised. Good staff-to-child ratios and effective deployment of staff help to ensure that children are fully supervised at all times.

Some staff are effectively involved in the setting's self-evaluation process, and supported by management, they are beginning to identify their strengths and weaknesses and their priorities for the future. For example, they are presently considering making changes to the questionnaires used to obtain parents' views about the setting. As a result, this benefits children and their families.

There are clear strategies in place to care for children with special educational needs and/or disabilities. Staff work alongside parents, carers and other agencies to support the children's needs so that they are included in the life of the setting. Policies and procedures are inclusive and good systems are in place to support those who speak English as an additional language. Staff are fully aware of the benefits to children through working in partnership with other providers where children attend more than one setting. Therefore, children's care and educational needs can be consistently met. Effective relationships have been developed with parents and carers. They are provided with verbal and written feedback about their child's day, including their behaviour and activities they have participated in. Parents have opportunities to discuss their child's developmental progress with their child's key worker. Consequently, this means parents are able to effectively

support their child's learning at home and contribute towards their learning journeys. Parents spoken to during the inspection commented positively on many aspects of the provision. For example, how much their 'children love coming to the nursery', that they are 'kept fully informed if their child becomes ill whilst in the care of the nursery' and that 'staff are always very friendly and approachable'.

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

Children engage well with staff and their peers and are making good progress towards the early learning goals. Staff have a secure understanding of the Early Years Foundation Stage and how young children learn. They provide them with a good variety of adult-led and child-initiated activities. Staff interact and support children's learning, knowing when to withdraw to allow them to learn from one another. Effective planning is in place, ensuring all of the six areas of learning are effectively included. Staff undertake planned and spontaneous observations of the children during their play. This information is then assessed by the children's individual key workers and used to determine the next steps in their learning journey.

Children's personal and social development is well promoted. Babies are cared for by staff who are familiar to them and aware of their individual developing personalities. The key worker system is effective and children who are less settled on arrival are comforted by their own key workers. They are treated sensitively and appropriate steps are taken to help them feel more comfortable in their surroundings. Children are encouraged to make many choices about their own play, and staff follow their interests when preparing the activities. For example, during registration time, children discuss stickers and sticker books they have at home. In response, staff organise an activity for all children to make a sticker book of their own. Consequently, children feel valued and grow in their self-esteem. Children's behaviour overall is good. This is because staff implement a consistent approach to handling their behaviour and set them challenges which encourage them to behave well. Many staff offer lots of verbal praise to the children regardless of how big or small their achievements may be. For example, staff respond positively to children when they attempt to put on their own coat and eat all of their sandwich at tea time.

The majority of staff hold a first aid qualification, which means that the children can be appropriately cared for in the event of an accident or becoming ill while in the care of the nursery. Most staff implement the nursery's hygiene procedures consistently. Consequently, this ensures the spread of infection is minimised. Children learn about their own safety in the event of an emergency as they are involved in practising the fire evacuation procedure regularly. However, the staff do not record any problems that were encountered and how they were resolved. Consequently, this may impact upon children's overall safety. Staff help children to keep themselves safe by reminding them to look where they are going.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
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:

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 section of this report (Welfare of the children being cared for). 16/09/2011

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 section of this report (Welfare of the children being cared for). 16/09/2011