

# The Growing Tree Nursery

Inspection report for early years provision

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**Unique reference number** EY363985  
**Inspection date** 11/07/2012  
**Inspector** Sangeeta Gardiner

**Setting address** West Ruislip Elementary School, Pentland Way, Uxbridge,  
Middlesex, UB10 8TS  
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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.

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## **Description of the setting**

The Growing Tree Nursery is a private day care setting, established in 1998. It moved to its current premises in the Ickenham area of Uxbridge, Middlesex, in 2007. It has sole use of the premises and children are separated into four rooms according to age. Children also have access to a large outside play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of 104 children. There are currently 145 children on roll from three months to five years. The nursery is open from 7.45am to 6pm all year, excluding bank holidays, a week over Christmas and three days a year for staff training. It receives funding to provide free early education for children aged two, three and four years and supports children who have special educational needs and/or disabilities. It employs 23 members of staff, of whom 16 have relevant early years qualifications to level 3. In addition, three members of staff are currently training towards qualifications. The nursery also employs a cook and two kitchen assistants.

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

Overall the quality of the provision is good.

Children are happy and settled as staff meet their individual needs effectively. Staff provide a wide range of interesting and well-organised activities, which help all children to make good progress in their learning and development. Most health and safety procedures are effective, including well-maintained records and policies. The nursery has good links in place with the local authority, outside agencies and parents. Self-evaluation processes clearly identify strengths and areas for development, which are effective in promoting continuous improvement.

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

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

- review the risk assessment to further minimise the risk of infection, with regard to hand washing procedures.

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

Staff have good understanding of policies relating to keeping children safe. The designated person for safeguarding attends appropriate training and cascades this effectively to other members of staff. Robust recruiting and vetting procedures assess that all staff working with children are suitable to do so. Overall, risk assessments are successful in promoting children's health and safety. Staff check

the premises carefully on a daily basis in order to identify any potential hazards. The main nursery door is secure and visitors sign in and out. This process helps to keep children safe at all times. Staff maintain records and policies effectively to support the efficient and safe management of the nursery.

The nursery is well managed and staff encourage a culture of reflective practice. Staff work collaboratively with local advisory services and openly welcome their input and support. A number of ideas for continuous improvement are in place, taking full account of the views of parents, staff and children. Staff show a strong commitment to developing their knowledge and skills. Systems to help identify their training needs are generally effective.

The partnership with parents is well established. Parents comment positively on the staff team's professionalism, the activities their children engage in and the good progress they are making. Staff fully include parents in their children's learning. They encourage parents to share their children's achievements through regular discussions and written comments. Staff make good use of notice boards to inform parents about the nursery, including all its policies and procedures. The nursery uses parent feedback effectively to review practice, for example, changing opening times and menus.

Good links are in place with the local authority and other agencies to support children's care and learning. The nursery makes every effort to work in partnership with other early years providers and schools to secure a smooth transition and continuity of care for the children. Staff liaise with the local community, inviting visits from local police officers and the fire brigade, to support children's understanding of safety effectively.

The nursery is spacious and the rooms are light and airy. All children have daily access to the outdoor area. A small garden enables them to develop their knowledge and understanding of the world successfully through growing plants and vegetables. Resources are well organised which makes it an inviting and exciting place for children to learn. Daily routines are generally effective in supporting children to make independent choices. Staff value cultural diversity highly with carefully chosen resources and planning of activities. They make good use of labelling, both indoors and outside, which enhances children's understanding of the written word. The key person system is successful in enabling staff to help individual children achieve. Children with special educational needs and/or disabilities benefit from effective individual planning and support from outside professionals.

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

Children enjoy their time at the nursery and display high levels of security and confidence. Warm relationships exist between staff and children. Staff help children feel good about themselves by frequently praising and encouraging them. They promote positive behaviour, supporting children to be considerate of others,

to share and take turns. Staff encourage children's independence effectively as they help tidy up and put on their own coats before going outside. Resources that portray positive images of diversity are successful in helping children to learn about different cultures. In addition, children celebrate special days and events, such as Diwali and the Chinese New Year, to further promote their understanding.

Overall, staff use effective teaching skills to promote children's development and their skills for future learning. For example, children show great excitement and enthusiasm during an organised mini beast hunt when staff introduce them to new language, such as 'spiral' and 'antennae'. They listen attentively to stories and develop early writing skills with pens, pencils and felt tips. Some older children are able to write the letters of their names clearly. Staff successfully encourage babies to explore different textures as they have fun playing in the sand and with corn flour. Children have easy access to technology, such as computers and electronic equipment, which stimulates and extends their learning. They show good problem solving skills as they use a range of puzzles and construction sets. They practise counting skills regularly by singing number rhymes and counting objects, such as toy ducks and bears. Staff introduce mathematical language effectively, such as 'small', 'medium' and 'large', in a variety of activities, such as rolling out balls of play dough. Children develop good physical skills as they have daily access to the outdoor area where they confidently ride wheeled toys and use climbing equipment.

Most staff have a secure knowledge of the Early Years Foundation Stage framework and the nursery is supporting all staff to further develop their skills. Children have their own key person who observes, assesses and plans for their development. Overall, this process is successful in meeting children's individual needs.

Fresh drinking water is easily available throughout the day. Staff effectively reinforce children's understanding of nutritious foods through discussions about the healthy meals and fruit that the nursery provides. Children demonstrate a clear understanding of established routines, for instance, they respond promptly to reminders to wash hands before eating. However, hand-washing procedures are not consistent across the nursery and some potentially increase the risk of cross infection. There are good arrangements in place to care for children who are ill and several staff have first aid training. Children learn about keeping themselves safe successfully through discussions and activities about road safety and stranger danger. Staff carefully explain rules, such as the importance of fire drills, to fully support children's understanding.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2

### 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

<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	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