

# Tree Tots Nursery

Inspection report for early years provision

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**Unique reference number** EY433796  
**Inspection date** 07/06/2012  
**Inspector** Frank Kelly

**Setting address** Stockbridge Village Primary School, The Croft, Waterpark Drive, Stockbridge Village, Merseyside, L28 1SU  
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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

Tree Tots Nursery was originally registered in 1997 at another site and is operated by a limited company. It has been registered at the current premises since 2011. The setting is based within Stockbridge Village Primary School, which is situated in the Stockbridge Village Development in Knowsley. Children are cared for in four rooms and share access to an enclosed outside play area. A flexible service is operated and includes nursery, after school and holiday care. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year, closing for two weeks over the Christmas period.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 81 children under eight years at any one time, all of whom may be within the early years age range. There are currently 65 children on roll, of whom 42 are in the early years age group. The setting supports children with special educational needs and/or disabilities.

The setting currently employs 10 members of staff to work with the children, all of whom hold early years qualifications. The manager holds a foundation degree in early years. The setting receives support from the local authority and offers early years flexible entitlement for early education for some two-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The exceptionally good organisation, self-evaluation and committed management of this setting, ensures that this is an extremely welcoming and stimulating place for children to be. Staff fully understand their individual roles and implement safety procedures in a highly consistent manner, effectively promoting the children's safety and well-being. The excellent partnerships between the staff, parents and other services ensure that children's uniqueness is recognised superbly and their individual needs effectively met. The quality of information shared and the ongoing rigorous assessment forms a superb basis for the planning of each child's care and learning. It accurately acknowledges each child's individual starting points and capabilities.

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

To further improve the high quality early years provision the registered person should consider:

- extending staff's knowledge of the range of activities that support children to understand further their cultures within and beyond the setting.

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

The management places a high priority on safeguarding children. They ensure that staff are fully conversant with the procedures to follow should they have concerns about a child. This includes ensuring staff attend relevant training and complete a post-induction questionnaire. Policies and procedures are comprehensive. They are complemented further by the rigorous recruitment processes. These include ensuring that full vetting procedures have been completed before allowing adults to care for the children. The excellent safety procedures in place and simple management monitoring systems ensure that the day-to-day safety of children is given the highest priority at all times. For example, a full risk assessment has been conducted. Each day a member of staff completes a daily check list, which is then rechecked by another member of staff to ensure that all checks have been completed correctly. Access to the premises is controlled by electronic systems and children and visitors are greeted personally by a member of staff before being given access to the play areas. Staff use 'Walkie-talkie' handsets to communicate between the outdoor play area, playrooms and office. The manager is highly motivated in her monitoring and ongoing reporting of any safety issues or maintenance. Fire safety procedures are practised frequently and equipment is checked and serviced as required.

The equipment is of an extremely good quality and, in most instances, deployed with a great deal of thought. For example, furniture in the baby room is sturdy, very low-level and accessible to toddlers and crawlers alike. Toys and resources are presented attractively and give the children lots of choice and personal selections. However, there is not as much independent access to some of the range of information and communication technology equipment, such as the compact disc player or camera. Good-quality visual images through books, pictures, posters and other equipment, positively promotes diversity. The staff have a sound understanding of the types of activities which support the children to explore their own beliefs and those of other people. However, they have not considered fully, the ways that this can be extended further.

The setting's management have an ambitious vision and strive for improvement. Staff development is seen as a priority and continuous professional development is facilitated for all staff. This ensures that staff undertake core training, such as first aid and food hygiene. Opportunities are established at all levels through regular appraisals, meetings and vocational training. This includes higher national vocational and degree qualifications. Complementary vocational workshops provide additional skills appropriate to individual roles or interests, such as supporting baby's development and learning. The provision and outcomes for children are closely monitored through regular and robust self-evaluation and reflective practice. There is close partnership working with the children's centre and the local authority early years team. This enables the setting to identify and formulate accurate and achievable plans for the continuous improvement of the provision.

The engagement of parents is excellent, with an immense wealth of information being displayed throughout the nursery. An excellent transition programme is in

place for when children move into a new room in nursery. The programme fully engages and consults parents about the changes occurring in their child's life. This includes a parental questionnaire and regular meetings every six to eight weeks regarding children's learning and developmental progress. These facilitate and enhance all aspects for the sharing of information. The partnership with other agencies is highly comprehensive as the setting takes advantage of its shared premises.

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

Staff demonstrate strong bonds with the children, ensuring that schedules and routines flow with the individual child's needs. For example, babies enjoy the comforting and safe feel of being nursed whilst having a bottle and older children confidently express their desire to move indoors. Children of all ages demonstrate a strong sense of security and a feeling of being safe in the setting. This is due to the staff's warmth of interactions, genuine interest in what the children have to say and their sense of fun. Staff skilfully use the children's conversations to reinforce their learning, such as their understanding of keeping themselves safe. For example, during a discussion about an animated car, staff encourage the children to share their thoughts on the use of seat belts. The access to simple tools and staff's high expectations means older children take responsibility for promoting a safe environment. This includes, for instance, children using the dustpan and brush to sweep up spilt sand.

Thorough assessment when a child starts forms the basis for the future activity planning. Information from parents and the use of 'National Strategy' screening systems provide staff with an informed knowledge of children's starting points. The vibrant learning environment and ongoing meticulous assessment based on high quality observations, is used effectively to guide planning. Consequently children make very good and often rapid progress in relation to their individual capabilities and starting points. A priority within the setting is helping children to develop their social and personal independence. Children serve themselves snacks and are encouraged to try to dress themselves. Gentle, polite and sensitive interactions from staff provide children with positive visual role models, within which to mirror. Children demonstrate a good understanding of acceptable ways to conduct themselves. For example, when playing with water outdoors, they understand not to splash their peers or adults who are not wearing waterproof clothing. Children's health is promoted as they receive healthy meals which are prepared by the school catering team and have been designed to ensure that nutrition and portion size links to the current recommendations. Staff's animated praise encourages children to try a wider variety of snacks, such as carrots and peppers. This helps children to develop a taste for healthier options. Activities, such as a role play hospital, provide opportunities for children to learn about healthy bodies and lifestyles. The daily routine provides children with regular opportunities to play indoors and outside. Toddlers explore the puddles and enjoy jumping and splashing in the floor tray of water. Older children use bats and balls or run around after the ball they are rolling down lengths of guttering.

Children delight in opportunities to use laptops or 'tablets'. During these activities they demonstrate an eagerness to show their early numeracy and literacy skills. Some children write their name correctly. They eagerly engage in problem solving with simple counting and sorting. Older children recognise numerals on the keyboard and can tell adults how many fingers they are holding up and how many more they need to add or take away to get five or three. All children enjoy a wide range of tactile and creative resources and media. Toddlers enjoy looking at books, listening to them being read by adults and then pretending to read them to their friends. This rich and varied environment allows children to explore in both quiet and exuberant ways. This vibrant nurturing environment is helping them gain confidence and positive and enthusiastic dispositions, towards problem solving and learning. Thus, they are developing the skills that will help them for the future very well.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
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	1
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	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

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