

# The Trees Day Care Nursery

188 Regents Park Road, Shirley, Southampton, Hampshire, SO15 8NY

<b>Inspection date</b>	30/10/2012
Previous inspection date	15/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children establish close bonds with their key person and they settle happily with the support of the kind and caring staff
- Staff have a secure knowledge and understanding of the Early Years Foundation Stage and are skilful in helping children to make good progress
- All children are comfortably working within the typical range of development expected for their age
- Children have effective support to develop language and communication skills
- The senior management team is well organised and effective in evaluating practice. This approach helps to secure continuous improvement through shared plans to positively improve children's learning.

### It is not yet outstanding because

- Staff sometimes do not fully support children to extend their writing skills
- Children have limited access to creative experiences in the garden.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the baby room, toddler room and pre-school room
- The inspector looked at a sample of children's records, assessment procedures and policies
- The inspector discussed leadership and management of the nursery with the manager and deputy
- The inspector took account of the views of parents spoken to on the day
- The inspector completed a joint observation with the manager on outdoor play.

## Inspector

Helen Edwards

## Full Report

### Information about the setting

The Trees Day Care Nursery is one of a group of nurseries operated by White Horse Child Care Limited. The nursery registered in 1998 and operates from a detached house in Shirley, Southampton. The nursery is situated over two floors and has a secure, enclosed garden. The nursery is open from Monday to Friday from 8am to 6pm all year round,

excluding bank holidays. Children attend on a part-time or full-time basis. The nursery is registered on the Early Years Register as well as the compulsory and voluntary parts of the Childcare Register. There are currently 53 children aged from three months to five years on roll. The nursery supports children with special educational needs and/or disabilities and children learning English as an additional language. There are 10 members of staff, all of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of free early education for three and four year olds.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- increase creative experiences outdoors by a) providing a wide range of materials to enable children to explore colour, texture and space; b) providing stimuli for imaginative play.
- encourage children to extend their writing skills by a) providing activities for them to experiment with writing, for example, leaving a message or writing a list; b) helping them to use their phonic knowledge when writing.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children receive balanced educational programmes and consequently make good progress in their learning relative to their starting points. The nursery's effectiveness in helping children to learn and develop is good because staff successfully raise children's self-esteem and enthusiasm for learning. Staff follow children's lead in their play as well as offering focussed, adult led activities, which offers children an exciting and enjoyable experience.

Children receive plenty of stimulation from the attentive staff to extend their communication and language skills. Children are very good at listening and following instructions. For example, when staff say it is 'garden time', children immediately go the door to find their wellington boots and coats. Children have access to writing materials but staff do not always extend children's skills effectively, for example, by encouraging them to write their own names, labels or lists.

Many opportunities exist for children to be physically active, and develop their coordination, control and movements. Staff encourage children to develop their physical

skills through climbing on the climbing frame, riding on bikes, playing with hoops, bats and balls, and sweeping up the autumn leaves. The nursery staff are keen to capitalise on children's interest in the outside areas and have plans in place to increase the range and depth of learning experiences. There is currently a lack of opportunity to explore expressive arts and design in the outdoor environment.

Children enjoy looking for mini beasts and discussing their habitat, and they learn to care for living things. They have opportunities to count and to learn about shapes during craft activities and when they use construction kits. They paint pumpkins, engage in role-play with their friends and enjoy looking at books and listening to stories. Staff in all rooms are enthusiastic and interactions with children are lively and stimulating, with staff making effective use of opportunities for spontaneous learning.

Babies develop in the three prime areas of learning with good support from knowledgeable and skilled staff who observe them closely and provide enjoyable experiences for them matched to their interests. For example, babies who enjoy moving to music explore a range of musical toys that staff provide for them. Staff develop turn-taking opportunities through quality interactions with babies, whilst also extending babies' physical development.

Staff have secure knowledge and understanding of how to promote the learning and development of babies and young children. They provide interesting and exciting experiences that cover the seven areas of learning of the Early Years Foundation Stage. Children are curious, motivated learners who receive good quality support and interaction from staff. Staff have high expectations of the children based on accurate assessment of their levels of development.

Staff seek detailed information from parents prior to children joining so that key persons are well informed to help the transition process and plan effectively for children's care and learning. They record progress in children's learning journeys and effectively evaluate their learning to identify their next steps in development. Staff then transfer the next steps to planning documents so that all staff can see at a glance all children's targets for learning. Senior staff have good knowledge and understanding of procedures for the two-year progress check.

Staff and management skilfully identify children who may require extra help in their learning and development. Children learning English as an additional language make equally good progress because staff consider their needs in both planning and teaching. Staff effectively support children to develop speaking and listening skills. The nursery's involvement in the 'Every Child a Talker' programme has had a significant impact on children's language and communication skills.

### **The contribution of the early years provision to the well-being of children**

The nursery operates an effective key person system in order to support children's emotional welfare and children of all ages are confident with visitors. Staff give children's

happiness a high priority and they are attentive to all children's individual needs. Children benefit from the warm and nurturing relationships they enjoy with the staff. For example, babies new to the nursery snuggle into their key person for reassurance, and older children feel comforted by their key persons when feeling sad.

Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. Staff promote a relaxed, safe and happy environment that enables children to feel cherished and secure. Children seek out the familiar adults who care for them, confident in the positive response they will receive. This promotes secure attachments and ensures children feel safe. The staff team are good, calm role models for the children. They provide clear guidance about acceptable behaviour and are consistent in the strategies they use, sensitively reminding children to take turns and share fairly. Staff encourage children to be independent by finding tissues with which to blow their noses. Children also find their own placemats at lunchtime, their own wellington boots and coats prior to playing in the garden, and select the toys they would like to play with from low-level shelving. As a result, children display high levels of confidence and self-esteem.

Children eat healthy meals and snacks that are freshly prepared on the premises each day. Staff give children clear messages to ensure that they develop a good understanding of healthy eating and all children use the large garden daily for physical play and exercise. All necessary documentation is in place to promote children's well-being, such as accident and medicine administration records. Resources are easily accessible to children across all areas, indoors and out. Consequently, children have many opportunities to develop confidence, independence skills and make choices about what they want to do. Staff create an environment that is welcoming, safe and stimulating. Babies enjoy exploring their room that is set out to encourage them to move around freely and to be able to pull themselves up to standing. Children enjoy challenge and respond well when adults support them to persevere with difficult activities, for example, using scissors. Babies and children enjoy exploring objects, light and sound in the sensory room.

Staff manage transitions between rooms very flexibly, based on children's unique needs and parental views. The nursery works with local schools to arrange for children's prospective reception class teachers to visit and observe children in their familiar surroundings and to discuss their progress with nursery staff.

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

The manager and deputy have a thorough understanding of their responsibilities to meet the learning and development requirements. They lead the nursery efficiently on a day-to-day basis and they deploy staff effectively. The manager monitors planning and assessment to ensure there is a consistent and high quality approach. As a result, records provide an accurate picture of progress children make against their starting points, showing their skills and abilities and identifying their next steps for learning.

Self-evaluation is a key feature of the nursery to identify areas for development in relation

to all aspects of the provision. The management team strongly encourages all staff to take part in self-evaluation and to create development plans for each room. There is a clear vision for the future and the development plans demonstrate a commitment to enhance the nursery to benefit children's learning and development. The management team respects and values parents' views. Parents take part in the nursery's evaluation process through discussions and completing questionnaires. The robust performance management and induction system ensures that the manager values and recognises staff strengths and is able to offer targeted support for professional development. All staff are well qualified and key information is discussed at regular staff meetings.

Staff and managers complete all documentation related to statutory requirements to support the safe and effective running of the nursery, including policies to protect children's welfare. Staff receive suitable training regarding safeguarding so that they can act on any concerns they may have about children's welfare. Staff are vigilant about monitoring visitors to the nursery and ensure that children leave with the correct person at the end of each session. Staff maintain an accurate record of everyone coming into contact with the children and require all visitors to sign in and out using the visitors' book.

Managers have a high level of awareness of the need for effective partnership working with other professionals in order to meet children's needs. The nursery receives support from the local authority and works in partnership with advisory staff to develop the provision. Parents state that their children are very happy at the nursery and that staff support them well, particularly during the settling in periods. They are confident that their children's needs are paramount and that staff fully support their well-being. Parents are happy that staff share information daily about their children's activities and learning. In addition, they have regular opportunities to discuss children's learning journeys at termly parents' evenings.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	131616
<b>Local authority</b>	Southampton
<b>Inspection number</b>	813764
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	83
<b>Number of children on roll</b>	53
<b>Name of provider</b>	White Horse Childcare Ltd
<b>Date of previous inspection</b>	15/06/2009

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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