

The Trees Day Care Nursery

The Comrades Club, 55 Leigh Road, EASTLEIGH, Hampshire, SO50 9DF

Inspection date

Previous inspection date

14/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| 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

- There are detailed systems in place to accurately assess children's development on entry to the setting. Practitioners complete regular and precise assessments of children and they use these to plan suitably challenging activities.
- Staff are well-qualified and they show a strong focus on, and knowledge of, the individual children in their care. They recognise and acknowledge children's successful progress throughout their play and during the daily routines.
- The nursery encourages good levels of team work and sharing of responsibilities. There are clear systems of induction and appraisal to establish a programme of professional development.
- All children are working comfortably within the typical range of development expected for their age.

It is not yet outstanding because

- There are no clear systems to enable parents who speak languages other than English to share information about their children or to develop a close working partnership with the nursery.

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 arrived at 9.25am and explained the format of the inspection to the assistant manager.
- The inspector viewed the premises and was introduced to staff and children and the overall manager when she arrived.
- The inspector observed activities and daily routines; she spoke with staff and children.
- The inspector viewed documentation and spoke with the manager.
- The inspector gave feedback to the manager and the assistant manager.
- The inspector left the nursery at 3.30pm.

Inspector

Christine Clint

Full Report

Information about the setting

The Trees Day Care Nursery registered in 2012. It is located in the centre of Eastleigh in Hampshire, opposite the park and close to all local amenities. It is one of five nurseries

owned by White Horse Childcare Ltd. The nursery operates on weekdays throughout the year from 8am until 6pm. Currently children use areas on the ground floor of the purpose designed building. There are age related rooms and all facilities are available. There is wheelchair access to the ground floor of the nursery. There is an enclosed garden for outside play. Children attend from Eastleigh and the surrounding area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are funded education places for children aged three and four-years-old. The nursery supports children who are learning English as an additional language. There are seven staff working with the children, all staff are qualified in childcare and early years education. Two staff members have Early Years Foundation degrees. The nursery currently has 43 children on roll in the early years age group.

What the setting needs to do to improve further

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

- develop systems to ensure that parents and carers who speak languages other than English are able to share their views to enable staff to work in close partnership and plan to meet children's individual learning needs.

Inspection judgements

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

The nursery has effective systems to plan activities for children and these show a wide range of themes and topics across all areas of learning. These reflect children's interests or their family festivals and this encourages children's learning and development. For example, several families and staff attending celebrate Diwali. All the children have enjoyed activities linked with this festival that enable them to use colour or make patterns. Children eagerly talk about the patterns they have made in the play dough. Older children enjoy painting on the outside patio with large brushes using coloured water. The babies and toddlers learn to handle small pieces of coloured paper and they use glue to make patterned pictures. Staff show that they clearly understand how individual children are learning. They use organised systems to gain knowledge from parents about children's developmental stages when they first start at the nursery. They competently observe and recognise children's achievements. Staff use this information to accurately plan for the next steps in children's learning. For example, if the comments in children's initial profiles show that children are not confident using scissors, staff include ideas for encouraging finger movements. They do this by encouraging the children to play in shaving foam or manipulate play dough to strengthen their muscles and develop hand control.

Staff show a confident knowledge and understanding of the revised Early Years Foundation Stage. They are perceptive in recognising children's learning needs and inspirational in their teaching methods. For example, the pre-school staff member carries a collection of laminated pictures for children who are learning English. This is very effective in improving children's ability to communicate their needs and in turn has promoted their learning. Children's language and communication skills are constantly encouraged through staff interaction and simple questioning. Children show that they listen because they respond. They are encouraged to learn about being polite when they ask for help and they readily repeat 'please' and 'thank you' when staff remind them. Babies and toddlers show that they are very eager to communicate with staff and each other. They babble and watch their reflection in the low mirror, showing strong curiosity and interest.

Parents have regular opportunities to see their child's key worker because they deliver and collect children from their nursery room. Parents receive written daily information about their child's routines and this includes the activities children have enjoyed. Staff use the ongoing assessments of children's progress to provide regular information for parents and this information forms the basis of the two-year-old assessment. Most parents know that they can see or contribute to their child's learning records at any time and key staff are introducing regular meetings with parents. However, the nursery have not fully established ways to enable parents who do not speak English to communicate and share their views fully.

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

Children are eager to be involved in activities and they show they are happy in their environment. They have spacious and comfortable surroundings and they learn the daily routines. They are consistently confident in their communication with the staff and with each other. Children who speak two languages often show how they use words from both languages because they are eager to speak and interact. Babies are settled and they learn to manoeuvre themselves, they have ample space and comfort. They show strong emotional contentment when they are close to staff and they have continual attention from the staff.

Children are safe and staff prioritise safety and maintain staff ratios at all times. Staff assess risks in advance and records show how these are fully managed. For example, since the numbers of children attending the nursery have increased, staff have included a low picket fence to separate the patio from the wider garden. This protects the younger children when the pre-school children are eager to play ball games or increase their physical activities. Younger children learn to climb the steps to the slide and older children are keen to clamber up the steps to the play house. Staff closely supervise them at all times. Children enjoy the different view and talk about what they can see. Children have very regular opportunities for outdoor physical play. They run and kick balls, they practice scoring goals and they peddle on bicycles and learn to steer. These daily outdoor activities promote their health and well being and children recognise when they feel hot and come to help themselves to water.

Children spontaneously group together to play a game with the parachute, they listen to staff instructions to move slow or fast and they increase their noise level with excitement. They learn to cooperate and work together to keep a ball on the parachute. Children have a good selection of resources available in each nursery room and these are organised to link with areas of learning. There are daily nursery routines for snack and lunch time. Children responsibly wash their hands and follow regular routines for hygiene. They have healthy food and ample fruit for snack time. Staff ensure that children's individual dietary needs are maintained to promote their health. Children enjoy planned activities, as well as freedom of choice and movement. Children regularly meet and spend time with younger or older children as the day progresses. This benefits their understanding of each other and builds relationships in preparation for them to change rooms or move on to a new setting.

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

The nursery has well organised systems in place to provide a broad range of experiences for children attending and this helps them make good progress in their learning and development. Staff show they have clear systems for monitoring children's progress and encouraging their next steps in learning. They are actively identifying individual children's learning needs and supporting their progress by targeting their learning.

The providers have efficient systems to ensure that staff are suitable to work with children and in this way children are effectively safeguarded. Staff have experience and a good understanding of the procedures for referring any concerns about the children in their care and they follow all procedures. The manager has included a comprehensive level of policies and procedures to manage the nursery and to meet the regulatory requirements. There are high levels of team work and shared responsibilities. New staff have a dedicated induction and systems of appraisal and supervision are incorporated in the wider nursery procedures. There are strong systems to encourage staff to fulfil their potential and progress through the nursery to management level.

The manager is aware of the need to evaluate and continually adapt the nursery to maintain quality and increase provision. Children and staff are encouraged to put forward ideas for future resources. The manager is aware of widening children's experiences and activities to meet individual needs and interests. The nursery is developing partnerships in the community as the number of children attending grows. The manager has made contact locally with other providers and she understands the need to develop links with local schools to prepare children for transferring. The nursery encourages parent participation at all stages of children attending and there is strong evidence to show how staff support the majority of parents.

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 |
|---------|--------------|--|
| 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. |
| 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

| | |
|------------------------------------|---------------------------|
| Unique reference number | EY438131 |
| Local authority | Hampshire |
| Inspection number | 797912 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 93 |
| Number of children on roll | 43 |
| Name of provider | White Horse Childcare Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 02380610200 |

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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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Piccadilly Gate
Store St
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M1 2WD

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