

Pear Tree Nursery

Mary Street, Longtown, CARLISLE, CA6 5UG

Inspection date	04/02/2013
Previous inspection date	14/10/2009

The quality and standards of the early years provision	This inspection:	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 are motivated and are keen to learn. In their play, children are supported well by skilled staff and this means they make good progress in their learning and development.
- The well-established key person approach helps children form secure attachments and this means they are settled and content in the setting.
- Leadership is very good and staff display a strong commitment to develop and improve the nursery care for all children. Through setting clear action plans the continued development of the provision is ensured.
- Partnerships with parents, other agencies and providers are good. This ensures children are given access to appropriate help and that they are well supported in their transitions within the setting.

It is not yet outstanding because

- Adults don't always give children time to think and reflect before answering questions and this means opportunities for encouraging children's communication skills are sometimes missed.
- The outdoor environment lacks natural and interesting resources and this means there is less challenge and excitement to sustain children's interest.

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 indoor and outdoor learning environments.
- The inspector spoke to the management team, staff, parents and children at appropriate times during the inspection.
- The inspector looked at a range of documentation relating to children and the setting.
- The inspector met with a trustee and the manager.

Inspector

Alison Gash

Full Report

Information about the setting

Pear Tree Nursery and kidzone is managed by Longtown Childcare Trust Ltd. It opened in 2006 and operates from four rooms in the former junior school building in Longtown, approximately nine miles north of Carlisle. A maximum of 50 children under eight years may attend the setting at any one time. The nursery takes children from birth to five years and is open each weekday from 8am until 6pm. Kidzone is open before and after school each weekday until 6pm and during school holidays. It takes children from four years of

age and also offers care to children aged eight to 11 years. Children have access to an enclosed play area.

There are currently 41 early years children on roll. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special needs and/or disabilities, and children who speak English as an additional language.

There are eight members of staff employed by the setting. Seven staff members including the manager who work directly with the children hold appropriate early years qualifications. The provision receives support from the local authority. The setting is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- develop children's communication and language further by adults providing children with more opportunities and time to engage in conversations
- enhance children's engagement and challenge during outdoor activities by improving the range and presentation of equipment and resources, such as, recycled and natural materials.

Inspection judgements

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

Children of all ages make good progress towards the early learning goals in relation to their starting points, across all areas of learning. Staff place a high priority on children's personal, social and emotional development and consequently children quickly settle and are eager to play. Children are well supported in their learning and development because staff have a good knowledge and understanding of the Early Years Foundation Stage. They are provided with a wide range of meaningful experiences and activities, which encourage their curiosity and, consequently, children show good levels of interest in what they do. Staff support and challenge children effectively to take their thinking forward and to learn new skills. For example, in the two to four-year-old room, children learn to draw around objects and use scissors to cut out materials independently to create pictures.

The key person approach is embedded in the setting. This means staff develop secure relationships with children and their parents to effectively support their individual learning

and development. Prior to joining, children visit the nursery with their parents and relevant information is shared about their welfare and interests. This practice ensures staff can plan to meet children's individual needs. Families with English as an additional language are supported well. Their home language and culture is valued and this means children have a sense of belonging and make good progress in English. For example, to support transition from home the setting ensures 'All About Me' documentation is translated into the home language and staff learn some key words which they share with children.

Staff undertake regular observations to track children's development and progress across the seven areas of learning. The completion of the progress check at age two, ensures staff have a good knowledge of children's personal, social and emotional development, communication and language development and physical development. Planning is detailed and is based on the needs and interests of children. As a result, staff plan stimulating activities and enhance the learning environment to ensure children are motivated to learn and enjoy their experiences. Staff place a strong emphasis on developing children's language and communication skills. Throughout the day, adults engage in meaningful conversations with children and ask them questions, although at times children are not given enough time to reflect and answer, which means their responses are limited. Daily opportunities are planned to support children's awareness of linking letters and sounds. For example, during singing sessions in the baby room children choose toys from the song bag and join in the nursery rhymes with enjoyment using actions, words and instruments. In the two to four year old room, opportunities are provided for older children to sound out letters and recognise letter shapes. Children are provided with effective opportunities to develop a love of books whilst reading and sharing stories with adults and through regular visits to the library. All children have continuous access to a wide range of materials and experiences, such as, forms in the office to encourage early writing skills.

In the baby room, staff foster children's physical development well by supporting them to move around and balance safely. Everyday, all children have a designated playtime outdoors, which provides them with a variety of opportunities to develop their co-ordination and physical skills. Children are provided with opportunities to use technology. For example, children use mobile phones in the role-play and explore simple cause and effect toys. Children learn about the world in which they live as staff take them out on visits in the community and invite visitors, such as the fire service into the nursery. These activities stimulate and interest the children and provide opportunities for them to be positively ready for the next stage of learning.

Through sharing of information in the 'Daily Diary', access to children's 'Learning Journeys', parent consultation sessions and a monthly newsletter, parents are kept well informed of their child's progress at every stage of their development. Parents are encouraged to be actively involved in their children's learning. For example, on the 'Wow Board', they share children's achievements from home. Staff provide ideas and information on early childhood to support parents to continue learning at home.

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

Children's personal, social and emotional development is fostered well in this inclusive setting. Children enjoy trusted relationships with staff and, consequently, they show they are content and feel secure. For example, when a familiar adult enters the baby room children smile and hold their arms up for a cuddle. Staff are very caring towards children and treat them with respect and affection. If a child is tired or feeling unwell they are sensitively cared for by staff and in each room there is a cosy place where they are kept comfortable. Staff help children to learn about the impact of their words and actions on others. Consequently, behaviour is good throughout and children play co-operatively and happily with their peers. This results in the warm, calm and happy atmosphere, which is clearly evident in the setting.

Through a good balance of child-initiated and adult-led experiences staff effectively promote children's independence and a sense of responsibility. For example, at lunchtime children carry their own tray to the table where they sit to eat. Staff are good role models in helping children to learn about the importance of following good hygiene routines, such as washing hands after toileting. Children develop their self-help skills because staff provide good guidance and give them time to achieve things for themselves. For example, in the baby room children's self-esteem is enhanced as they learn to clean their own teeth and to feed themselves.

The setting provides a spacious and well-organised indoor environment for children. Furniture and equipment are of a good quality and suitable to support children in their learning and development. In child-initiated play, children independently choose from a wide range of resources that are age appropriate and appeal to their interests. Well-presented displays reflect the range of activities children are offered and celebrate their achievements. Children benefit from plenty of fresh air as they play outside daily. Although children clearly enjoy playing outdoors, the limited range of equipment means there is less challenge and excitement to sustain interest.

Children's care is paramount and in preparing for transition the key person ensures children are ready and well prepared before they move from the baby room. As result, children's individual needs are well met and their transition is smooth. Partnership between the setting and the school nursery is well established. Some children attend the setting and the school nursery and, for these children, staff share information regarding their activities and experiences, which ensures continuity of learning and care.

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

Staff are very committed and enthusiastic about their work, being led by a strong manager who is also a qualified teacher. The trustees of the setting take an active role by providing support, guidance and knowledge. The management team have a good understanding of their responsibilities for meeting both the welfare and the learning and development requirements of the Early Years Foundation Stage. The manager is extremely well organised and has put in place procedures to monitor the planning and delivery of the

educational programme. For example, staff meet weekly to assess children's learning and to plan for their next steps to ensure they make progress across all areas of development. The staff are highly motivated and keen to develop the provision and during meetings discuss how best to meet children's needs. Management and staff have ambitious plans and are currently awaiting a decision regarding funding to extend the indoor space for the two to four year olds and to provide free flow access to the outdoors.

Staff are well qualified in early years and the management provide and encourage them to attend further training. The management team and trustees have put in place procedures to monitor staff performance through supervision meetings and appraisal. This means management can identify areas for continued professional development to enhance staff knowledge and, as a result, children are offered a high standard of care and education. The management team recognises the importance of continuous quality improvement. Through a process of self-evaluation, taking into account the views of staff, parents, children and external agencies, the strengths of the setting and areas for development are clearly identified. This means priorities are established and clear targets are set to ensure high quality provision for all children.

Children are safeguarded well and staff knowledge of safeguarding is good because all staff have received training. Consequently, staff are diligent and clearly understand their roles and responsibilities. A fully comprehensive range of policies and procedures meet all welfare requirements and ensure the safe and efficient management of the setting. For example, robust recruitment and selection and risk assessment processes ensure that children's safety is secure at all times. Staff are well trained in paediatric first aid.

Partnership working is fostered well to meet the needs of children and their families. If children need additional support the nursery has good links with other agencies, such as 'speech and language' services and Barnados Sure Start. Parents are warmly welcomed into the setting and their views are sought and respected. Parents spoken to on the day of inspection were full of praise for the care their children receive.

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	EY344683
Local authority	Cumbria
Inspection number	878271
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	50

Number of children on roll	41
Name of provider	Longtown Childcare Trust Limited
Date of previous inspection	14/10/2009
Telephone number	01228 791 005

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

