

Tree Tops at Ludwick Nursery School

Ludwick Nursery School, Holwell Road, WELWYN GARDEN CITY, Hertfordshire, AL7 3RP

Inspection date	14/02/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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's communication and language development is given a high priority by confident and skilled staff who extend children's vocabulary and imaginative language.
- The thoughtfully planned playroom creates an enabling environment for children to promote independence and to engage children in purposeful play.
- There are warm and caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are well settled and secure.
- Staff value working in partnership with parents. Parents demonstrate that they are very happy with the care and learning opportunities available to their children and express that their children are making good progress.

It is not yet outstanding because

- There are fewer resources that promote positive images of disability to promote children's understanding of the world.

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.

Inspection activities

- The inspector observed activities in the indoor and outside learning environment.
- The inspector and manager undertook a joint observation of an outdoor activity.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full Report

Information about the setting

Tree Tops registered in 2012 and is on the Early Years Register. It is managed by the governing body of Ludwick Nursery School and operates from one large room in Oak Tree Children's Centre in Welwyn Garden City, Hertfordshire. It serves the local area. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery is open Monday, Tuesday and Wednesday mornings from 8.30am until 12 noon and Thursday and Friday from 12.30pm until 4pm, term time only. Children attend for a variety of sessions.

There are currently 13 children on roll in the early years age group. The nursery provides funded early education for two year old children. It supports a number of children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery employs four members of staff, all of whom hold appropriate early years qualifications, including one who holds Qualified Teacher Status.

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 understanding of the world and support them in valuing peoples similarities and differences; by providing positive images of all children including those with diverse physical characteristics, including disabilities.

Inspection judgements

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

The nursery provides a rich and vibrant learning environment where the children are effectively stimulated. The varied resources are of high quality and easily accessible to children. Children independently set up their own resources and play cooperatively with each other. The nursery successfully promotes an inclusive and flexible approach where children organise and plan for their own learning. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Very attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. As a result, children display good levels of confidence and self-esteem. For example, they initiate conversations with visitors to the nursery, politely asking questions about what they are doing.

Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Children make good progress in their learning and development due to the secure knowledge staff have of how children learn and develop through play. Staff update each child's electronic development file with observations, photographs and achievable next steps in learning. These highlight the good progress that all children, including those who are learning English as an additional language or have special educational needs and/or disabilities, are making. Recently implemented tracking of children's progress enables any gaps in children's learning to be quickly identified. Staff plan activities and opportunities together as a team, taking into

consideration the children's current and ever changing interests and ideas. Staff have daily discussions with parents to provide them with informative feedback about their children's daily activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute comments to their child's electronic development file. This approach is successful in engaging parents in their children's education.

Children successfully develop their spoken language as staff interact sensitively with the children at their level, asking meaningful open questions to skilfully challenge and extend their learning. Staff show children how to pronounce some words by responding and repeating what they say in the correct way. They listen intently to what children say and do, ensuring children feel valued and boosting their self-esteem and confidence. Staff effectively encourage children's development in early literacy as children are eager to share books with them. They enjoy snuggling up together to share a favourite book, establishing children's interest in reading for pleasure and purpose. Children use different tools for making marks to practise early writing skills. Staff skilfully extend children's learning as they introduce simple mathematical concepts of shape and size. When using play dough they encourage the children to talk about the colour, shape and size of the pieces they are using.

The indoor environment is effectively organised, allowing children to access a developmentally appropriate range of toys and resources covering all areas of learning. However, there is scope to extend the range of resources to more fully reflect disability. This helps children to learn about similarities and differences between themselves and others. Children are curious and spend time experimenting with messy activities, as well as sand and water play with a variety of containers and tubes. Children benefit from use of the exciting outdoors learning environment that includes opportunities for den building and gardening. Here, staff support children to safely take risks and explore through play with learning extended through playful teaching.

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

The very effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. Their move from the home into the nursery is managed well through the effective settling-in process. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children concentrate and persevere on their freely chosen activities as well as those led by adults. They respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Children hear gentle reminders to 'use their words' as they attempt to express their needs. Their behaviour is good, as staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example tidying away toys and resources and helping to clear the table in preparation for snack.

Staff promote effectively children's awareness of developing a healthy lifestyle through the provision of healthy snacks and through regular indoor and outdoor physical play

opportunities. Outdoor play is incorporated into the daily routine so all children spend time enjoying the fresh air. Staff gently guide and support children's understanding of maintaining their own personal care, such as hand washing before eating. Children receive time and encouragement to complete a self-chosen task, such as trying to put on their own coat as they go outdoors. As a result, children develop independence in hygiene and managing their personal care. Staff promote children's safety well and children adhere to the nursery's rules, such as moving carefully around the furniture. All children take part in regular fire drills so they gain a good awareness of keeping themselves safe. These measures mean children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures check staff suitability to work with children. In addition, induction procedures support their developing knowledge of the setting's policies and procedures. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

Secure partnerships with families and other agencies are in place. For example, family link workers liaise closely with staff to meet individual children's needs. Parents speak highly of the staff and the nursery and feel that staff are very approachable. The enthusiastic and motivated leadership team are firmly dedicated to providing a high quality provision for all. They are able to identify what they do well and target areas for future development. Staff are involved in decision making and supported well in their professional development. As a result, staff are highly motivated to ensure all children receive the best possible start in life. All staff show a clear understanding of the learning and development requirements and strive to deliver an effective and enjoyable learning experience for all children. Consequently, children are well prepared for the next stage in their learning when the time comes for them to move on to other settings.

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	EY450047
Local authority	Hertfordshire
Inspection number	882687
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	13
Name of provider	Ludwick Nursery School Governing Body
Date of previous inspection	Not applicable
Telephone number	01707 323693

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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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