

# The Tree House of Water Orton Ltd

Water Orton Primary School, Attleboro Lane, Water Orton, BIRMINGHAM, B46 1SB

## Inspection date

18/03/2013

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

Not Applicable

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

1

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

1

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

1

## The quality and standards of the early years provision

### This provision is outstanding

- Children are very well-supervised and have formed excellent relationships with caring and dedicated staff. This results in children feeling very secure as staff skilfully meet all children's individual needs extremely well.
- The nursery carries out a very thorough evaluation of the service provided to children and their families that clearly identifies areas for improvement. This results in a high quality provision where children enjoy their learning and make excellent progress.
- Highly effective partnerships and robust support for individual children ensure that children are thoroughly supported as they start full time school.
- A welcoming play environment provides children with stimulating and exciting learning opportunities that ensure they make excellent progress in all areas of their development.

- There is further scope for the younger children to have more frequent access to the outdoor play environment.

## **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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 took account of the views of parents, carers and children spoken to on the day.
- The inspector held meetings with the manager of the nursery and the lead person for the out of school sessions.
- The inspector looked at planning documentation, children's assessment records, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector and manager conducted a joint observation of children's activities and staff interaction with the children.

## **Inspector**

Susan Rogers

## Full Report

### Information about the setting

The Tree House of Water Orton Ltd was registered in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the Water Orton area of Warwickshire. The nursery serves the local area and is accessible to all children. It operates from Water Orton Primary School and there is a fully enclosed area available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, two have a level 6 qualification, 11 staff have level 3, two hold level 2 qualifications and two are unqualified.

The nursery opens Monday to Friday during the school holidays and runs a holiday club for four weeks during the summer holidays and out of school sessions during school term. Nursery sessions are from 9am until 3pm, out of school sessions are for 7.45am until 9am and from 3pm until 6pm. Children attend for a variety of sessions. There are currently 168 children attending, of these 105 are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- improve opportunities for all children to move freely between indoors and outdoors.

## Inspection judgements

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

A vibrant learning environment and skilled and knowledgeable staff provide children with exciting and challenging learning experiences. This ensures that children thoroughly enjoy their learning and make excellent progress in all areas of their development. Children's assessments are precise so their progress is carefully tracked and links closely to the innovative planning. This capitalises on children's individual interests and preferred styles of learning so they are highly motivated and enjoy their learning. Their assessments are readily available to parents and the children. Regular conversations with parents, social events and parents evenings keep parents very well informed of their child progress. This provides parents with valuable information that inspires them to continue with their child's learning when they return home.

Effectively organised rooms enable children to be cared for in groups that relate to their

ages and abilities. Even before children start at the nursery staff work closely with parents through meetings, home visits and discussions. This enables staff to have a very clear understanding of each child's abilities so they can successfully plan for children's next steps in their learning. This enables all children to make excellent progress from the moment they start in nursery. Staff know children's individual needs very well indeed. Meticulous observations provide a firm basis for staff to identify if there are deficits in children's progress. Staff use this information to enlist further support that is well targeted towards children's specific needs.

Children are exceptionally well-prepared for their move into full-time school though the varied and challenging activities available. High priority is given to promoting children's communication skills. They talk to each other throughout their activities and develop excellent listening skills as they are enthused by what they are doing. Many of the activities are inspired by children's own interests. For example, some children expressed lots of interest in dinosaurs, so staff included dinosaur related activities in the planning. Children are highly motivated as they make dinosaur fossils from clay and plastic dinosaur skeletons. Staff enhance the activity through reminding them of their prior learning. Children remember the names of different dinosaurs and discuss how they became extinct. Staff guide children through activities providing children with excellent challenge which sustains their interest. They question children and carefully listen to their answers so their learning experiences have added breadth and depth. The dinosaur theme is extended as children share a game that involves them picking up dinosaur eggs with tweezers and identifying numbers and colours. This encourages children to take turns and share their resources.

Children develop robust skills which provide excellent preparation for their transfer into full time school. They enjoy learning in a group and sharing their ideas with each other. Younger children thoroughly enjoy exploring their calm and interesting environments. A log cabin provides multiple imaginary experiences for children as staff wholeheartedly adapt their ideas. For example, children devise imagined stories and ideas as they pretend this area is an ice cream shop or gardening centre. They are very well-supported by staff who extend their learning through explanations and further challenges. They enjoy a fishing game using small fishing rods with magnets. They count the number of fish they catch and identify the numeral and the colour. They develop their small muscle skills as they wind up the fishing line. Staff consistently praise children and encourage them to persevere with activities. They explain how activities can be achieved through straightforward explanations, this promotes children's language skills as staff model positional language which helps children to problem solve. Younger children work together as they experiment with sliding cars down a ramp, they alter the speed at which they push the cars and discover what makes the cars travel faster. Staff are always on hand to explain to children what is happening and give them suggestions to make their play more exciting and challenging.

The local rural area is used successfully to promote children's understanding of the natural world. They visit local hedgerows and hunt for bugs and small animals and use the local shops to purchase items that are needed in nursery. Older children who attend the out of school sessions and play scheme have supervised visits to the park where they develop their physical skills as they use the larger climbing and exercise equipment.

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

Children settle into the nursery very quickly as management and staff have looked closely at how children settle. Comprehensive settling-in methods are now in place that firmly meet children's needs. Each child's key worker has an in-depth meeting with the child's parents or carers before the child starts and an optional home visit. This enables each child's learning needs to be clearly understood. Staff then put into place sensitive and accurate planning that helps children become confident and enjoy their new environment. There is ongoing communication with parents as their child is collected and as they are settling. This provides highly comprehensive support that ensures children's overall needs are firmly met.

Older children put on their own outdoor clothes and independently access the outdoors. Although younger children have many opportunities to access the outdoors, there is further scope for them to move more freely between indoors and outdoors. Children's behaviour is superb they are very considerate and helpful and really enjoy including each other as they play. Older children are considerate towards the needs of younger children especially as they travel from nursery to school. They hold their hands and are fully aware that they are younger and have different needs. Children are eager to learn and listen as they work together in groups. They listen to each other and to staff as they explain the activity or read a story. They learn about making healthy choices as they enjoy snacks of fruit and a drink of water or milk. They grow their own fruit and vegetables during the summer months and enjoy a healthy school cooked meal at lunch time. Staff and children regularly discuss the food that children eat further promoting food that is good for them. Staff are very supportive of parents whose children have packed lunch and advise them on suitable healthy snacks for their child.

Children enjoy opportunities to be physically active during the day. In addition to the outdoor play area, they use the school playground and adjacent park where the older children enjoy ball games and more strenuous activities. The nursery staff work together with the school in promoting a 'walk to school' campaign which raises children's awareness of keeping themselves healthy. Children are fully supported as they move into different areas in the nursery. Children are provided with gradual settling-in sessions that staff match carefully to their individual needs. Children who are moving onto full time school have excellent opportunities to become very familiar with their new environment. They meet their teachers and spend time in the school environment before they start school. This ensures that children feel confident as they transfer.

The organisation of activities in all areas is the result of carefully considered planning. This ensures that children's needs are wholly met and that a calm and nurturing environment is achieved. Children greatly enjoy exploring the richly resourced outdoor areas where they plant seeds, vegetables and fruit and harvest these when they are ready. There are ample opportunities for children to dig into soil and extend their creative ideas.

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

Inspired leadership ensure that all staff share the drive towards excellence and children achieving exceptional progress in their development. Teaching and children's progress is carefully monitored by the manager to ensure children benefit from optimum learning opportunities. There is a very thorough evaluation of how effectively children's needs are met. The opinions of parents, staff and children and outside agencies are used effectively to contribute towards an improvement plan. This ensures that improvements accurately meet the needs of the children and their families who use the nursery. Through the well informed action plan the nursery drives forward a range of ambitious improvements. This results in high quality teaching and learning for all children.

Staff are very well-supported in their role. New staff receive an excellent introduction to their role through a comprehensive induction. All staff are actively encouraged to develop in their expertise through a cohesive staff group who provide excellent support for each other. Regular staff supervision, appraisals and meetings enable staff to contribute towards future plans for the nursery. Staff development is also carefully monitored to ensure they develop their skills through carefully chosen training opportunities. This results in a highly skilled staff group who share the management's vision for excellence.

Children are thoroughly safeguarded as all staff are fully aware of their responsibilities. The comprehensive child protection policy and training for staff ensures that all children are well protected. The nursery has excellent partnerships in place with external agencies and works very closely with parents to access support for children who have an identified need. The manager and staff share aspects of their practice with other local settings in their continuing drive towards their very high standards. They actively seek the support of their local authority advisor which contributes very well towards their drive for further improvement. Highly effective partnerships are in place with the host school. Staff exchange information with teachers particularly around the time when children are due to transfer to school. Staff share children's assessments with each other, discuss their progress and hold meetings with teachers as children are due to transfer to school. This significantly adds to the robust support already provided that ensures children enjoy a smooth transition when they start school. Children who attend the out of school sessions enjoy very smooth transitions as their progress is shared with teaching staff.

### **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 action. 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>	EY452682
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	885075
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	60
<b>Number of children on roll</b>	168
<b>Name of provider</b>	The Tree House of Water Orton Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 747 3923

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://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](mailto: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, which are usually the childminder's 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

