

# Tree Tots Day Nursery

115 Loughborough Road, LEICESTER, LE4 5LN

<b>Inspection date</b>	02/04/2013
Previous inspection date	02/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff use their knowledge, skills and experience effectively to ensure that children are consistently challenged to reach the next stage in their development. As a result, children make very good progress. The choice of activities and resources is varied, which sustains children's interest and motivates their learning.
- Children enjoy the positive interaction with staff because they get involved in their play, for example, during activities with messy play and racing games. This extends children's fun and positive attitude towards learning.
- Children are respected as individuals and treated with kindness. They are warmly welcomed and form close bonds with their key person and all staff.
- Management's organisation is very efficient and enables the nursery to run smoothly. The staff team are very hard working and enthusiastic about their roles, and this results in good quality provision for children.

### It is not yet outstanding because

- The development of older children's language is not consistently maximised because staff do not always give them time to think and respond to questions.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's action plan and a range of other documentation.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Tree Tots Day Nursery was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a large house in the Belgrave area of Leicester, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from two floors and there is a fully enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff, 13 of whom hold appropriate early years qualifications. The manager has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 79 children on roll who are within the early years age group. The nursery provides funded early education for three- and four-year-olds. It supports children who speak English as an additional language and children with special 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:

- extend children's language development by valuing their answers, acknowledging talk and allowing thinking time.

## Inspection judgements

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

Children are making very good progress in their learning and development with the support of the staff. They enjoy attending the nursery because the staff provide a welcoming and stimulating learning environment. They set out resources in interesting ways that promote children's curiosity and their desire to explore and investigate. Children's starting points are identified through information provided from parents and through staff closely observing them when they first start. This enables them to clearly identify each child's level of ability, on which they continue to build. Ongoing observations are effectively used to monitor the progress children make. Discussions are held at the end of each week, with all staff discussing their key children's interests and next steps for learning. This enables staff to identify groups of children with similar interests or next steps, and then future learning experiences are planned for children, enabling each child to make very good progress.

Babies are cared for in their own room where they can safely move around and enjoy

manageable challenges. They busily develop their mobility skills as they use the accessible floor space. They display confidence in their surroundings as they make choices from the play materials that arouse their interest or curiosity. Here they discover a range of different textures that include shiny paper, beads and cars. They encounter activities, such as making marks with colouring pens; this encourages their small motor skills. Babies enjoy singing together and learning new words as staff clearly pronounce words and constantly talk to the babies to encourage communication and language skills well. Staff use observations well to plan for children's next steps successfully and to ensure the activities they provide are challenging and of interest to the children. For example, babies who enjoy messy play are introduced to spaghetti and flour. This supports their sensory experiences.

The speaking skills of all children are developing well in relation to starting points identified by staff and parents when each child first starts. Older children express themselves very confidently to staff and to the inspector. However, staff do not consistently extend older children's thinking and speaking skills because there are times when they answer questions themselves before giving children the opportunity to do so. Children spontaneously learn about numbers as they play. For example, they recognise numerals on a card and naturally count the total number of cubes with one-to-one correspondence, to match the number. Through planned activities, staff skilfully introduce numbers to toddlers. When making pizzas, the group count out how many pieces of dough they need altogether. Manipulative skills develop well as children use small, safe toys and tools, such as scissors. Older children proudly demonstrate their literacy knowledge as they point to the first letters of their names on the wall display. Pencil control is developing well as older children demonstrate by borrowing the inspector's book to write their names. Consequently, children are developing the skills needed for the next steps in their learning, such as transition to school.

All children have access to the outside environment where they practise larger physical movements, for example, as they race each other on motorbikes and play golf using a club and ball. Further play, such as parachute games, both inside and out, develops children's arm movements and coordination. Equality and diversity is promoted well through explanations and a range of activities that raise children's awareness and encourage their sensitivity towards the needs of others. Children make visits into the local community. For example, children who showed an interest in space were treated to a trip to a local space-themed attraction, further enhancing their understanding of the world. Children are offered an optional extra of dance lessons at the nursery, and for those who do not wish to attend there are alternative activities on offer. Management ensures that all children are respected and treated equally.

Children with special educational needs and/or disabilities or those for whom English is an additional language make consistent progress from their starting points because they are supported well while enjoying good opportunities to play and learn independently and with other children. Staff further support these children by learning familiar words in their home language.

Relationships with the parents are good. Staff value parents as active contributors to their child's learning and development. They successfully obtain information about the children's

favourite activities and routines at the start of the placement. This information is subsequently used to aid the settling-in and initial assessment process. Parents have access to the 'parent information board' in each room to advise them about planning and activities. They are encouraged to share information about their children's learning and development at home. For example, children take home 'weekend sheets' which parents return with activities and interests from home. Parents are also invited to attend annual parents' evenings, and 'stay days' when they informally network with staff and look at their child's 'learning journey'. This supports continuity of care.

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

Children develop warm and trusting relationships with the staff, who cheerfully greet them at the start of each session. Both parents and children meet with their key person and share important information relating to their child before they start at the nursery. Detailed information is available for parents with regard to the room and the key people in it. All staff are attentive and sensitive to children's needs and offer cuddles and reassurance when required. Consequently, children's personal, social and emotional skills are developed. Staff are respectful of the children and listen well to them when they initiate conversation. As a result, children have a keen voice and a strong sense of belonging in the nursery. The clear expectations for appropriate behaviour are known to children, and therefore behaviour is very good. Children listen well to staff and are responsive and responsible. For example, when games become loud and boisterous, the staff remind children to use indoor voices.

Children are encouraged to be as independent as possible. For instance, they put their own coats and wellingtons on when going outside, and use the bathroom appropriately. A good supply of hand soap ensures children follow basic hygiene procedures. Children's good health is promoted and they competently learn to manage their own personal hygiene and develop their understanding of cleanliness. Staff follow good health and hygiene practices as they change babies' nappies. For instance, they wear gloves and wipe mats between changes. Younger children have efficient support at snack time, when children enjoy positive interaction with each other and staff. Older children help themselves to drinks and snacks; this further reinforces their self-help skills. Children are further supported to develop an understanding of good practice as they clean their teeth after meals. The nursery cook provides the children with healthy, hearty meals which promote eating plenty of fruit and vegetables. Meals on offer cover a range of cultural tastes and flavours, for instance, home-made curry and puri bread. Children's cultural differences are respected at mealtimes, and this supports their home customs.

The environment is exciting and inviting with a very broad range of toys and resources that cover all areas of learning well, and therefore support children's overall development. Children are able to make choices for themselves, which supports their independence appropriately. They safely access the outdoors and are gaining an understanding of risks through activities that encourage them to explore their environment. For instance, staff closely monitor children as they wobble and balance along the crates. Children enjoy plenty of fresh air and physical exercise as they go outside daily. On occasions, staff take children to the park, where they develop their physical skills as they run around in the

open space. They also participate in the fire evacuation, which helps them to understand how to keep safe in emergencies. Children learn about road safety when they make trips into the community. Safety reinforcement forms part of the daily routine. For example, before negotiating stairs, children are reminded 'we must hold the rail and go down carefully'. Transitions throughout the nursery are good and children move from room to room with ease and they settle well. Management liaise with schools to aid the transfer from the nursery to school. They pass on a summary of the children's achievements and invite visits from the teachers of the local school.

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

The educational programmes are effectively monitored in order to ensure children's care and learning needs are addressed well. Staff are successful in ensuring that all children make as much progress as they can in relation to their starting points. Management have identified a current priority to ensure all staff implement an effective mathematics programme for learning through play and teaching. Management are aware of the requirement to provide parents with a progress check at age two, and are completing these when necessary. Children's welfare is promoted as staff's knowledge and understanding of safeguarding is secure. A thorough induction process ensures that their understanding is robust and they know how to respond to any concerns. Safeguarding discussions take place during regular meetings to support staff knowledge and ensure that safeguarding policies and procedures are effectively implemented. Staff know what action to take in the event of any child protection concerns. This means they are clear of their responsibility to protect children. Systems are in place to ensure that no unauthorised person enters the nursery. For instance, the door is always monitored by a member of staff, and visitors are signed in and out. The doorbell, although loud at the entrance, is of acceptable noise level in the areas where children are cared for. This enables staff to hear when someone requires entrance to the building and swiftly respond. There are effective systems in place to identify and show that all staff are suitable to work with children. These include references, qualifications, induction supervisions and appraisal procedures, as well as Disclosure and Barring Service checks. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles.

Policies and procedures support the safe and efficient management of the nursery. All required records and documents are established and consistently reviewed. Effective procedures ensure that risks to children are identified and reduced and the risk assessment documents are updated and reviewed as required. For example, stair gates are fitted to the foot of the stairs, and when children are accessing the stairs this is held back by a hook to prevent any unwanted accidents. There is a strong commitment to improve the nursery through setting targets and action plans. Current priorities for improvement are well targeted to support current good practice. These include continuing to strengthen staff's knowledge of the 'Development Matters in the Early Years Foundation Stage' guidance, and to seek recognition and an award from a national campaign to provide quality meals for early years children. Parents are invited to contribute to the self-evaluation by completing a 'three stars and a wish' slip, for instance, three things they like about the setting and one thing they would change.

Parents are warmly approached by staff at collection time and a good exchange of information takes place about the children's day. Parents learn about nursery activities through regular newsletters. Quality welcome packs for each room provide parents with valuable information about the setting and the unique room their child is joining. Parents comment positively about the 'fantastic nursery and warm staff'. Parents also comment on the high levels of safety that the nursery present, remarking on this being a factor for their choosing the nursery. All children are valued and respected in line with their backgrounds and beliefs. This promotes the inclusion of all children. Staff work closely with parents, carers and outside agencies to meet children's needs and to promote continuity of care and learning for every child.

### **The Childcare Register**

The requirements for the compulsory 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>	EY385558
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	908360
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	61
<b>Number of children on roll</b>	79
<b>Name of provider</b>	Nina Patel
<b>Date of previous inspection</b>	02/11/2010
<b>Telephone number</b>	07977 933935

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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, 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.

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