

Tall Trees

Tall Trees, The Sycamores, Scawthorpe, Doncaster, South Yorkshire, DN5 7UH

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|--------------------------|------------|
| Inspection date | 26/11/2012 |
| Previous inspection date | 02/04/2009 |

| 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 enjoy stimulating learning experiences because knowledgeable practitioners use observations and assessments effectively, to plan educational programmes that target their interests and help them make strong progress across all areas of learning.
- Children develop secure peer relationships because practitioners teach them to be kind to each other and to treat each other with respect. This prepares them well for the larger social environment in school.
- Children benefit from the results of rigorous staff monitoring, which ensures that practitioners are equipped with the knowledge to provide challenging educational programmes.
- Children's safety and welfare is ensured because robust procedures are in place and the vigilance of staff ensures they are implemented effectively.

It is not yet outstanding because

- Some gaps in communication mean that a few parents, who do not visit the nursery regularly, are not encouraged to share what they know about their child's learning at home or to contribute to their child's learning and development records.

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 introduced herself to a member of staff.
- The inspector toured the premises.
- The inspector discussed with the provider the plan for the day and requested times when she could speak to parents.
- The inspector observed children in each room.
- The inspector asked staff questions at appropriate times throughout the inspection.
- The inspector gave feedback to the provider and manager.

Inspector

Nicola Dickinson

Full Report

Information about the setting

Tall Trees nursery was registered in 2005 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 Scawthorpe area of Doncaster. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at Level 2 or above, two of whom hold qualifications at Level 6. 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 48 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- develop further communication strategies to ensure that those parents and carers who do not visit the nursery regularly, have opportunities to share what they know about their child's learning at home and to contribute to their child's learning records.

Inspection judgements

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

Early years practitioners have a detailed knowledge of the Early Years Foundation Stage learning and development requirements, which means that children's strong progress across the seven areas of learning is recorded comprehensively. A keen focus on learning and development for all children has prompted a review of planning by all practitioners and educational programmes that take account of children's different ages and abilities are planned well. Learning journeys show that strategies for supporting all children, such as those with additional needs or who speak English as an additional language, are having a positive impact on learning and development. For example, children make rapid progress in their understanding of words and short sentences.

Observations and assessments, including the Early Years Foundation Stage progress check for two-year-olds, ensure children's starting points, interests and next steps are successfully identified. Practitioners use them effectively to inform planning and provide educational programmes that offer good levels of challenge and that are appropriate to children's ages and stages of development. For example, a small group activity to develop children's understanding of more complex shapes and numbers presents them with realistic challenges and simple clues; encourage them to use their critical thinking skills. By keeping the groups small, the key person focuses on the needs of each child. As a result, the activity is interesting and stimulating enough to maintain the attention of all children. This means that children are being effectively supported through teaching rooted in detailed knowledge and they are making good progress across all areas of learning.

Information about the Early Years Foundation Stage learning and development requirements is shared with parents through daily exchanges of information and children's individual learning journeys. This means that most parents have a thorough understanding of the nursery's responsibilities and are able to make well-informed decisions about the quality of learning provided by the nursery. A small number of parents who do not visit the nursery regularly, are not actively involved in assessing children's learning or contributing to children's learning journeys. This means that their knowledge about children's experiences of learning at home are not being utilised as effectively as it could be to support children's learning and development.

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

The children in the nursery demonstrate that they feel safe. A robust key person structure ensures that children are supported well during settling-in periods, developing strong relationships with familiar adults. They are happy and confident as they explore and investigate resources independently. Practitioners are very good role models. They work together effectively as a team, are polite to each other and demonstrate good manners. Therefore, children form secure peer relationships based on mutual respect. Children demonstrate behaviour which is kind as they share, take turns and invite each other to join in play. They are well-behaved because clear boundaries and rules are established and supported by simple age-appropriate explanations and guidance. For example, saying 'sorry' if a push has caused another child to fall, helps children to understand how their actions might make another person feel. As a result, children have a good understanding of right and wrong.

Key people are knowledgeable about individual children's likes and dislikes and their care routines, because they share information with parents each day. Through embedded effective hygiene practises, such as washing hands and brushing teeth, children are developing a good understanding of self-care. Those who are old enough, use the toilet independently and this helps their preparation for school. Toileting accidents are treated sympathetically and children's privacy is maintained. Children are encouraged to make decisions about the clothes they wear to go outside and they learn how to dress and undress competently. Drinks are available at all times and children are beginning to understand how a healthy diet promotes overall well-being, as they choose from an abundance of healthy snacks. Nutritious home-cooked food provides children with meals

that are healthy and balanced.

A well-organised balance of child-led and adult-led play is highly effective in promoting children's learning and development across all areas of learning. For example, children's physical development is promoted well during outdoor play in all weathers. During heavy rain, children take a bottle of washing-up liquid outside to make bubbles in the puddles. Practitioners join in with them, jumping as high as they can and splashing. Children use brushes to sweep the bubbles, making them into foam and then ride their bikes through it to make patterns. Children demonstrate the characteristics of active learning and critical thinking, using steps for jumping as they try to make the water splash higher. Good use of praise encourages the most reluctant children to join in and test their skills.

Overall, rooms are organised well to use the available space efficiently and comprehensive risk assessments make certain that children enjoy an environment that is clean and well-maintained. Appropriate action is taken if hazards are identified ensuring that children are kept safe and accidents are kept to a minimum.

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

Regular evaluations of the nursery provision involve the majority of the nursery's stakeholders and effectively supports the development of operational plans that identify clear targets for improvement and sustainability. Frequent staff meetings ensure practitioner's views are taken into account when planning future provision. Appraisals for key people underpin the implementation of professional development programs to ensure training is selected, which appropriately supports children's needs, such as training in caring for children who are part of the looked after system.

Effective recording of children's progress is established, including the Early Years Foundation Stage progress check for two year olds. Information and training supplied by the local authority early years development team, supports practitioners in using observations and assessments to develop educational programmes, which are purposeful and developmentally appropriate. A high priority is given to the monitoring of staff and this ensures that the weakest areas of practice are addressed accordingly. The manager, provider and room leaders, are very knowledgeable about the Early Years Foundation Stage learning and development requirements and they are confident to share their knowledge with practitioners through 'in-house' training programs. This makes certain that training results in practitioner's knowledge being developed effectively, so that they can drive improvement in the educational programmes for children.

The provider has a thorough knowledge of her responsibilities under the Statutory Framework for the Early Years Foundation Stage safeguarding and welfare requirements. Rigorous recruitment procedures are implemented and induction programmes mean that new staff have a very good understanding of the policies and procedures of the setting, particularly with regard to safety and welfare. Updated policies and procedures, which set out the nursery's responsibilities for promoting children's safety and welfare, are

effectively shared with the majority of parents, such as the use of mobile phones in the nursery. However, a small number of parents who do not visit the nursery regularly, are not always made aware of these changes, although, any impact on children's safety and well-being is minimised because of the effective monitoring of visitors and the vigilance of nursery staff.

Long-standing relationships with other professionals, means that information which promotes the health and well-being of all children is successfully shared. Visits from local schools help to prepare children well for the next stage in their development. Recording of children's developmental progress is robust so that information shared with other providers, such as the Early Years Foundation Stage profile, is comprehensive and ensures children receive appropriate interventions and support, if required.

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

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| Unique reference number | EY307107 |
| Local authority | Doncaster |
| Inspection number | 873077 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 48 |
| Number of children on roll | 35 |
| Name of provider | Elizabeth Pauline Richardson |
| Date of previous inspection | 02/04/2009 |
| Telephone number | 01302 782981 |

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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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