

Carlton House

Yew Tree Farm, 38 Thingwall Road, Irby, WIRRAL, CH61 3UE

Inspection date	21/05/2013
Previous inspection date	05/01/2009

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 are active and enjoy making choices in their play as staff plan an interesting and stimulating play and learning environment. Good use of natural materials throughout the nursery creates a warm and welcoming environment children delight in exploring.
- Managers and staff value working with parents. They implement comprehensive safeguarding and risk assessment procedures to help keep children safe and healthy.
- Staff use their good knowledge of children to plan interesting and challenging experiences for them. Consequently, children make good progress in their learning.

It is not yet outstanding because

- There is scope to provide more opportunities for younger children to further develop their self-care skills at meal times.
- Opportunities for babies and younger children to play and extend their learning in the outside environment have not been fully explored.

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.

Inspection activities

- The inspector observed activities in the following rooms, Lion's, Little Monkey's, Happy Hippo's, Clever Croc's and the outdoor areas.
- The inspector held meetings with the manager and area manager and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children talked to on the day and in written feedback.

Inspector

Mary Wignall

Full Report

Information about the setting

The Carlton House Nursery at Treetops was registered in 2008 on the Early Years Register. It operates from two buildings, in the grounds of Yew Tree Farm, in the Wirral village of Irby. It is one of 34 settings owned and managed by Treetops Nurseries Limited. The nursery serves the local area and is accessible to all children. All the children share access to secure outdoor areas. Children aged under two years are accommodated on the first floor.

The nursery employs 14 members of child care staff. Of these, two hold appropriate early years qualifications at level 6, five at level 3 and five at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 100 children attending who are in 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. The nursery receives support from the company's Area Manager and an advisor who holds Early Years Professional Status. The nursery also employs a nursery chef, domestic staff and has a maintenance team. The nursery have achieved Health Promoting Early Years Programme Status.

What the setting needs to do to improve further

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

- enhance opportunities for younger children to develop independence at meal times further, for example, by enabling children to wash or wipe themselves and by offering a choice of utensils for children to use in order for children practice self-care skills

- enhance opportunities for babies and young children to play and extend their learning in the outside environment to challenge and support the development of both large and small movements.

Inspection judgements

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

Children are active and confident in this nursery. They display good levels of self-esteem as they play and talk with staff and each other. A well-resourced, stimulating learning

environment with very good use of natural materials effectively supports a broad educational programme. Clear displays for both children and staff using pictures, text and numbers create a positive play and learning environment in which children thrive.

The staff's organisation of the playrooms clearly shows children what is available and encourages them to move between different activities making choices in what and where they play indoors. Staff plan time outdoors for all children daily, although opportunities for babies and young children to spend more time playing and learning outdoors are not as well embedded as opportunities for older children. Consequently, younger children have less opportunity to explore and extend their skills in this area.

Staff have a good knowledge of the children based on regular, accurate assessments of their learning. Staff use on-going observations of children to inform their planning of activities. This ensures children are stimulated by their activities and well-prepared for the next stages in their learning. Staff effectively involve parents in children's learning through daily feedback and regular information sharing sessions. Children show independence and motivation as they readily make choices in their play. Children with special educational needs are suitably supported to ensure meeting their targets, in cooperation with parents and other professionals.

Children are confident and are developing good communication skills. Staff talk to children, sing rhymes and read stories developing children's listening skills and understanding. They speak appropriately to young children using playful voices and short simple sentences. For instance, as a child brings a block to a member of staff they ask if they can see any more. The child shows understanding as they go for more. Staff extend children's vocabulary as they talk about what they are doing and introduce new words, such as, 'tower', as they play. Recently introduced signing sessions in partnership with parents enhances children's communication skills effectively. Staff work closely with parents of children who speak other languages as well as English to value and support children's language development. They ask parents for translations of simple words for staff to use. The words are reviewed to ensure they are relevant as children's learning progressing. Staff skilfully help children to be good listeners by using their names to gain attention and by pointing to their ears to remind children how to listen carefully.

Staff value children's play and develop children's self-esteem and vocabulary as they talk with them. Staff share a child's sense of accomplishment as they place the tambourine on their head. Staff playfully suggest it is now a crown, extending children's imagination. Children see numbers throughout the nursery to enhance children's understanding and use of numbers. Staff regularly count with children in play to help develop their early mathematic skill. For instance, they count how many beats they have made on the drum or how many balls are left on the play parachute. Children's literacy skills are effectively enhanced by staff use of phonics and clear demonstrations of how to say words and letters clearly. They use good teaching techniques as they help children remember the letters and sounds. For instance, they show how to make the sound with their mouth or offer the initial sound before giving opportunity and time for children to remember and make the appropriate connections. Children delight as they realise they have remembered correctly and eagerly go on to the next letter and sound showing great persistence and motivation.

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

Secure induction and key person arrangements mean children settle quickly into nursery routines and form secure emotional attachments in the nursery. Staff develop children's sense of belonging by working closely with parents. They display photographs of children's families around the nursery to help reassure and welcome children. This creates a strong base for babies and young children to develop confidence as they explore toys and resources. The key person system is monitored to ensure each child is fully supported. Staff rotas in the younger children's rooms are organised so that a constant member of staff is available for children and parents both at the beginning and end of the day. This provides consistency for both children and parents and builds strong partnership to support children's care. Each child's key person effectively plans for children's transitions, both in the nursery, and as they move to school. Photographs of the schools children will go to are attractively displayed in the hall and used by staff and parents to talk about the move, to help prepare and reassure children.

Staff routinely talk to young children about the need to share and play together. They play cooperative games with children at an early age. For instance, staff sit and roll a soft ball with a young child or support children to play actions songs together. Different groups of children develop their own games in the shared outdoor space. Staff encourage them to play throwing and catching balls together. Children develop their own game with a toy cement mixer. One child puts the ball in the mixer and the other turns the handle for the ball to roll out. The game is repeated over-and-over again as children are fascinated and fully absorbed in it. The children play cooperatively and actively develop their social and physical skills.

Staff monitor children's behaviour closely and quickly identify any children benefiting from additional support. They work closely with parents to develop shared strategies for managing children's behaviour. This provides consistency for children. All staff respond calmly and positively to children. Staff use good resources and techniques to help children begin to manage their own feelings and behaviour in play. For instance, large scale robust egg timers in bright colours encourage children to notice how long they have been playing with popular toys. This helps children share toys and effectively enhances sense of responsibility. This creates a calm and positive learning environment in which children feel safe and supported. Children learn to keep themselves safe. For example, when a child crawls on a table, staff explains why it is not good to climb and explains they will get what the child wants; the child stops climbing, listens to staff, accepting help and demonstrating positive relationships and good understanding boundaries to stay safe. Low-level storage and attractive displays encourage children's independence. However, younger children have less opportunity to develop independence at mealtimes as children are not encouraged to wipe their hands and faces before staff do it for them. The nursery has a range of utensils for children to use, such as, different sized spoons and knives and forks. However, children are not supported in choosing chunky or slim cutlery or forks and spoons, as to which they prefer to use.

Children learn about effectively about keeping healthy during physical play and healthy

eating as they experience a varied menu and see fruit and vegetables growing in the allotment garden. Older children independently access fruit at snack times and parents are encouraged to take fruit for their children from a fruit bowl as they leave the nursery. High hygiene standards are followed as children are changed. Staff wear aprons and thoroughly clean changing mats after use. They use soothing voices and give children toys to hold whilst changing. This helps reassure children and begins to engage children in changing routines.

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

The managers have a clear understanding and commitment to meet all requirements. Safeguarding procedures are secure. Effective induction and supervision procedures mean all staff, including new staff to the nursery know and implement the nursery's safeguarding policies. Staff are supported by the designated person with responsibility for safeguarding, who has relevant safeguarding training for this role. Consequently, staff are confident in explaining the nursery's comprehensive safeguarding procedures. Staff understand their personal responsibility to report any concerns and easily access the nursery's policy. The policy includes contact details for local child protection agencies to ensure any concerns are referred without delay. The policy has clear reference to the appropriate use of phones and cameras and social networking sites to maintain children's and parent's confidentiality and privacy. Staff have a good knowledge and understanding of the nursery's procedures to record any accidents and safely administer medicine to children. Full permission from parents is obtained to help keep children healthy. The nursery implements clear complaints policies and procedures. Parents are encouraged to share their views both informally and informally in interactive displays, comments boxes, meetings and questionnaires.

Staff are vigilant about children's safety and complete full risk assessments for all areas and activities. Comprehensive records are kept of safety checks, including the nursery's opening and closing procedures. This helps ensure all areas are safe and secure for children's safety. The access to the premises is closely monitored. Staff check visitors identification and parental permission for any adults others than parents to collect children. All outings are risk assessed and high ratios maintained to help keep children safe. Good use is made of displays in the foyer to inform parents of staff qualifications and recent trips out. Comprehensive risk assessments are made of all areas used by children and any new activities they may experience. For instance, a risk assessment was completed during recent bad weather to help manage the safety of parents arriving and of children when playing outside. Fire safety equipment is regularly checked and maintained. The nursery's own maintenance team ensures the premises and equipment are in good working order to help keep children, parents and staff safe.

Children's progress and the quality of teaching is monitored closely by the managers and provider. The manager is supernumerary. This allows them time to develop management systems, such as, staff meetings and appraisals to help monitor and assess the quality of their service. Managers spend time in the playrooms observing staff and modelling good practice to help maintain high standards. In turn, the company's area manager and early

years advisor provide support and guidance to the manager. Consequently, all staff are motivated and actively contribute to the nursery's evaluation procedures. For instance, each room has its own action plan of areas staff have identified they want to develop further. This demonstrates their shared vision for quality and helps foster a culture of continual improvement. Staff ratios and staff deployment are closely monitored by all staff and managers. For instance, ratios are discussed and increased if children require additional support. Positive links with local partners, such as, the local authority, other early years provision children may also attend and local schools, mean the nursery actively plans for all children to make the best of their play and learning opportunities, in the nursery.

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

Unique reference number	EY375730
Local authority	Wirral
Inspection number	914254
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	70
Number of children on roll	100
Name of provider	Treetops Nurseries Limited
Date of previous inspection	05/01/2009
Telephone number	0151 648 4183

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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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