

Willow Tree Day Nursery

Adelaide House, Dukes Brow, BLACKBURN, BB2 6EX

Inspection date

Previous inspection date

13/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The management team are highly committed to developing a high quality provision for all and self-evaluation is robust. Recent changes to the nursery have resulted in the provision of a rich and stimulating environment for all children.
- Staff effectively promote children's communication and language skills through the sharp focus on talking to children and the use of the 'sing and sign' and the 'early phonics' programme.
- Children's emotional well-being is effectively promoted by the warm and caring staff team. As a result, children are highly independent and confident individuals.
- Good relationships with parents help children to make progress, as staff work hard to ensure there is a joint approach to children's learning and to promote the importance of home learning.

It is not yet outstanding because

- Opportunities are not maximised for older children to experiment with numbers and become familiar with numerals, in order to strengthen their rapidly developing interest in number recognition.
- The arrangements for supporting younger children to access the upper and lower outdoor play areas are not maximised, in order for them to further develop their choice of play area and learning.

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 observed activities in the nursery room and the outside learning environment and viewed toys, equipment and resources.
- The inspector held meetings with the manager of the provision and members of staff and spoke to a number of parents.
- The inspector looked at children's records and a range of policies.
- The inspector and manager took part in a joint observation of practice within the pre-school room.

Inspector

Janet Singleton

Full Report

Information about the setting

Willow Tree Day Nursery was re-registered in 2013 to the current provider and is registered on the Early Years Register. It is situated in Blackburn, Lancashire and is managed by the provider. The nursery serves the local area and is accessible to all children. It operates from three main rooms in converted premises and there are enclosed areas available for outdoor play.

The nursery employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and two at a level 2. There are two staff with qualifications at level 5 and the provider/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 42 children attending, who are within the early years age group.

The nursery provides funded early education for two- three- and four-year-old children. The nursery receives support from the Early Years Quality Development team at the local authority. 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:

- review and enhance the learning environment to enable older children to extend their understanding of mathematics and experiment with matching numbers, numerals and objects; by further reflecting numbers and numerals as labels

- review and reflect on how access to the outdoor area can be improved for younger children, for example, by providing a handrail, in order to support their choice and learning further.

Inspection judgements

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

Staff plan for a broad range of activities to challenge and stimulate children. This is achieved by their comprehensive, recently reviewed, observation, assessment and

planning process. Staff use comprehensive information from children's assessment to track their progress across the seven areas of learning in an effective way. Additionally, this information is used by staff to inform future planning and ensure children's individual needs are planned for and addressed. This means that any identified gaps in children's learning are targeted to ensure these are narrowing and they make good progress towards the early learning goals, considering their starting points.

Staff are secure in how children learn and understand how young children change as they grow to become more independent and confident individuals. Through the rich and varied environment, children make good choices about their play, taking an active part in their own learning. They plan and think critically about what they want to do, showing the characteristics of effective learning. Children build and construct making towers and designing their own creations. Therefore, their mathematical skills of recognising shape, space and measure are promoted. Children count confidently, they play in the water and they delight in filling and emptying containers as they learn about volume and capacity. However, opportunities to further develop older children's understanding of mathematics and experiment with matching numbers, numerals and objects are, occasionally, less well supported. This is because numbers as labels are not used as well as they could be and the number line is less accessible to children to ensure their learning is always extended.

Staff engage and focus children in good quality conversation to promote their language skills. Through the use of early phonics and the 'sing and sign' programme, children become confident in practising their communication skills as they play. The good opportunities for physical play, both indoors and outdoors, provide opportunities for them to explore their bodies and develop confidence in moving and handling. Smaller movements are promoted through activities, such as, gluing, pencil work and using small tools. These help children to develop their hand and eye coordination and those skills necessary for early writing. In the pre-school room, staff read books with children and engage them in the story line. Children delight in contributing to the familiar story line as they identify their own experiences with the characters and animals, for example, the swans in the park and their own families. Staff provide many sensory experiences for all children through dedicated sensory areas to enable children to enjoy and delight in exploring malleable materials, such as shaving foam or play dough. Babies have a lovely, dedicated sensory room in which they explore and develop their skills in a wonderful, enabling area. Toddlers also benefit from a dedicated sensory and story room in which they snuggle with staff, rest or relax as they choose. Children design their own creations as they free paint and use their imagination in the wonderful role play and small world areas. The combination of well thought out activities and areas of play ensure children develop skills, which help them to be prepared effectively for the next stage in their learning. Support for those children who have special education needs and/or disabilities, or speak English as an additional language, is highly effective. As a result, children are supported to ensure identified gaps in their development are planned for and addressed, in order for them to make the best possible progress.

A good relationship with parents and carers means appropriate good quality information, regarding children's needs, is shared. This provides staff with an accurate starting point to build on. The involvement of parents in the assessment of their child means they are contributing to staff's assessment and this helps to provide a consistent approach. This

relationship is further enhanced by sharing daily communication sheets and daily discussions with parents. This reinforces a culture of working together to assess and contribute to their child's learning and development record. Recent management changes have resulted in staff successfully engaging parents in supporting their children's learning at the nursery and at home. Therefore, children are fully prepared for their next steps in their learning and for their progression onto school.

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

Effective key person relationships mean children are settled and form a positive bond with staff. The key person effectively links with parents and ensures children's care needs are recorded and followed. Therefore, all required information pertaining to children's personal needs is sought from parents and as result, their welfare, care and emotional well-being are fully met. Children feel secure with staff as they seek reassuring glances in the presence of visitors to the nursery. They are very confident and independent as they choose from the good quality resources and manage their own personal needs. Staff place a great emphasis on children being independent. Consequently, children manage their needs in the bathroom, serve themselves at snack and lunch time and are encouraged with dressing skills, dependent upon their age and stage of development. That said, for younger children accessing the outdoor play areas, opportunities are not maximised for them to fully move between the areas and develop their choice of play areas further. This is because the fence used for support is not as effective in supporting smaller children because of their height compared with the height of the supporting fence.

Children show a strong sense of belonging as they hang their coats on their pegs and move freely within the setting. They are well behaved and understand how to share and play together. They learn to socialise and to respect each other as they play. Staff encourage children to turn take as they explain the reason why and how to play nicely and harmoniously. Staff encourage and support children outdoors in climbing, using the slide and riding wheeled toys to assist them in developing their physical skills. By taking part in group activities children learn to play together and respect each other in their play. Children enjoy talking to each other and readily express their feelings. Staff help children in learning to tidy up and to respect resources and equipment as they encourage them to check that all toys are picked up off the floor. This also helps children to learn about safety and preventing hazards. Additionally, by exploring the outdoors and talking about the benefits of good foods and the need to drink and to keep hydrated, children develop positive attitudes towards a healthy lifestyle. The playrooms have recently been redecorated and adapted. Cosy, sensory areas have been introduced and children have moved rooms to support their individual needs and support their emotional well-being. Additionally, their well-being is further supported by the new resources, individual planning and a strong key person relationship. This means they are making good progress considering their starting points in a rich and stimulating environment.

Secure relationships with parents and other agencies means good quality information is shared to support a consistent approach to children's learning and development. This

means children with special educational needs and/or disabilities or who have English as an additional language, are very well supported. This approach makes a strong contribution to effectively meeting their emotional needs and well-being. As a result, children are making good progress towards the early learning goals and their transitions are effectively planned when changing rooms and in preparation for a move to another setting or school.

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

The strong leadership, commitment and drive to improve the nursery has resulted in clear targets for development and a culture of continuous improvement being fostered. This means children are making good progress and their achievements are supported over time. The provider, who is also the manager, has revamped all of the observation, assessment and planning in order to monitor the educational programmes. She has adapted planning to ensure a wide range of challenging and stimulating activities, matched to children's needs, are in place. This further supports their learning, in order for them to make good progress. Staff explain their clear understanding of how children learn and the importance of tracking their progress. This ensures any identified gaps in learning are addressed and targeted plans for intervention successfully implemented.

The management team display a good understanding of the requirements of the Statutory framework of the Early Years Foundation Stage. Staff display a solid and confident approach to child protection. They are fully aware of the signs and symptom of abuse and of the action they must take to protect children. All supporting policies are in place and staff know who to contact and have available to them, the necessary information and telephone details. Through comprehensive risk assessment, both for the nursery and for outings, children play safely and securely.

Strategies for managing staff performance are strong and incorporate robust recruitment and induction procedures. The manager has implemented an effective training programme to ensure staff are suitably qualified and have a high level of skills to progress children in their learning and development. Team meetings, supervision and appraisals all contribute to this effective staff management process and the professional development of all staff. Nominated officers for health and safety and behaviour management ensure all staff are aware of changes, following the reviewing of the robust policies and procedures and are kept fully informed.

Staff promote good relationships with parents and share meaningful information, which promotes the health and well-being of their children. In discussion with parents, their comments are very positive and include the good progress their children are making, for example, in their personal and social skills and communication and language. Parents are made aware of the policies and procedures and information is displayed on the noticeboard for them to view. Staff work effectively with other settings and services to support children's needs and to set individual plans for their education. Therefore, children

are making good progress towards the early learning goals.

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

Unique reference number	EY458895
Local authority	Blackburn
Inspection number	905934
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	63
Number of children on roll	42
Name of provider	Zeenat Dawood Lulat
Date of previous inspection	not applicable
Telephone number	07540928228

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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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