

The Trees Day Care Nursery

188 Regents Park Road, Shirley, Southampton, Hampshire, SO15 8NY

Inspection date	12/09/2013
Previous inspection date	30/10/2012

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		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children feel safe and secure in the nursery and there are suitable arrangements for safeguarding the children.
- Children arrive happily and settle into the daily routines well. Staff make sure children have access to a range of different activities throughout the day.
- The nursery has a sound partnership with other providers where children may also attend. This provides a regular exchange of information to promote consistency in children's learning and development.

It is not yet good because

- Systems for observation and assessment of children's progress do not reflect the knowledge, skills and understanding children have gained since starting at the setting; staff are not always sharing their findings with parents consistently.
- The key person system and staffs knowledge and understanding of children's learning and developmental needs is not always consistent throughout the nursery.

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 discussed the format of the inspection on arrival.
- The inspector observed activities in the indoor and the outside learning environments.
- The inspector looked at a sample of children's assessment records and other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Large

Full Report

Information about the setting

The Trees Day Care Nursery is one of a group of nurseries operated by White Horse Child Care Limited. The nursery registered in 1998 and operates from a detached house in the Shirley area of Southampton. The nursery is situated over two floors and has a secure, enclosed garden. The nursery is open from Monday to Friday from 8am to 6pm all year round, excluding bank holidays. Children attend on a part-time or full-time basis. The nursery is registered on the Early Years Register as well as both the compulsory and voluntary parts of the Childcare Register. There are currently 62 children aged from three months to under five years on roll. The nursery is able to support children with special educational needs and/or disabilities and also children learning English as an additional language. There are nine members of staff, all of whom hold appropriate early years qualifications. The nursery is in receipt of funding for the provision of free early education for three and four year olds.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the requirements for planning and assessment by: planning learning experiences for each child reflecting the observations made; ensuring the assessment records are updated to reflect each child's progress accurately; and sharing children's early progress and achievements with their parents.

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

- develop the consistency and stability of key person relationships to help each child's needs to be fully met.

Inspection judgements

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

The nursery is welcoming to the children, who move around freely and access a range of activities and resources. They quickly settle into the session and can independently make choices about their play. Babies and young children are well supported by the interaction of the staff who care for them. They have opportunities to explore resources with their senses and can touch and handle resources to discover how things make a variety of noises and have different textures. Staff supervise children well and help them to become able to climb and practise a range of movements in safety. Overall, children are gaining in

confidence and are keen to join in activities, developing relationships with each other and staff. Each room is organised to provide access to some resourced areas that children can explore freely. Children's mathematical skills are developing. Staff talk to the younger children about shape and size when playing with the paint. They sing various number rhymes together. Children are learning to count during their play; staff help them to count how many shapes they have made in the shaving foam and how many handprints they have made while painting. Children become aware that written words have meaning as adults sit and read books with them. Children particularly enjoy playing outside, where they can have fresh air and exercise in all weathers. During creative play, children can experiment with shaving foam, paint and glue, and older children are able to help themselves to pencils and paper to make things.

Observations are collected by all staff and are included in each child's progress record. However, systems for planning and assessment have not been monitored efficiently and developed to ensure the activities and learning experiences effectively support children's interests and the next steps in their learning. Staff's tracking of children's progress, linked to the different areas of learning, is not fully effective in some areas of the nursery, to successfully identify the next steps for each child. The staff's knowledge and understanding of children's learning and developmental needs is not consistent throughout the nursery.

The nursery has implemented the progress check for children aged between two and three years and all documentation is in place. However, not all staff have a secure knowledge of how to complete the assessment in line with the requirements of the check and some findings have not been shared with parents to keep them informed about their child's progress. Children benefit from the positive partnership between the staff and parents. Parents are kept informed about the life of the nursery via information put up on the notice boards and through daily chats to staff. Parents report they are happy with the care offered to their children.

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

Children settle well and are happy and confident in the nursery. The key person system helps children settle and form secure emotional attachments. However, due to staff changes, this is not consistent throughout the nursery and some children are not always being fully supported through stable relationships. Staff discuss babies' routines with parents when the child starts and at regular intervals, to ensure their wishes continue to be met.

Children enjoy fresh air and exercise, as they use the outdoor environment daily, all year round. They enjoy using the slide, balls, sand play and ride-on toys to develop their physical skills. Children are learning about hygiene routines as the staff remind them to wash their hands before eating and after using the toilet. Systems are in place to inform staff of any health or dietary issues the children may have and staff have attended first aid training and are aware of how to administer first aid in the event of an accident. Thorough records are kept of accidents and medication administered. The nursery provides a variety

of healthy and nutritious meals and snacks and staff supervise children during these times. Therefore, children benefit from the carefully balanced menu offered.

Effective systems are in place for behaviour management. Children's behaviour is generally good. They are learning to share and take turns and play together. They are developing relationships with each other and most interact well together. Older children are becoming independent and can take themselves to the toilets or put on their own coats or wellington boots before going outside. The staff support children as they progress into the older age group so they become confident in their daily routines. Good relationships are developed with the local schools the children will move on to, to ensure children have a successful progression into school. Staff support the children well as they develop their independence and gain the skills needed to be ready to move on.

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

The nursery ensures that staff are appropriately qualified and the relevant checks carried out. Clear procedures are in place for the recruitment and vetting of new staff and this ensures all adults working with the children are suitable to do so. However, the recent changes in management and staff have had an impact on the consistency of the staff team and their deployment to meet the needs of the children.

Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. The nursery ensures access to the premises is kept secure, children's attendance is recorded and all staff and visitors sign in when inside the nursery. Thorough risk assessments are completed for the setting and staff make daily safety checks to ensure that children can play safely. Equality and diversity is promoted well and the nursery offers an inclusive environment.

The nursery works well with parents and arrangements are in place to ensure parents receive information about the life of the setting. Parents are supportive of the staff team and comment on how 'friendly and caring' they are. Staff are committed to ensure every child and their family are valued and welcomed within the nursery. Arrangements are in place to liaise with other providers the children may attend, to share information about their learning and development.

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

Unique reference number	131616
Local authority	Southampton
Inspection number	932564
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	83
Number of children on roll	63
Name of provider	White Horse Childcare Ltd
Date of previous inspection	30/10/2012
Telephone number	023 8077 6655

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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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