

# Ronald Tree Nursery

Laburnum Crescent, Kettering, Northants, NN16 9PH

## Inspection date

13/02/2014

Previous inspection date

06/10/2006

## The quality and standards of the early years provision

**This inspection:** 2

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

- Teaching is good overall with some excellent elements. Accurate assessments of children's progress are used to plan activities that enable children to achieve rapidly given their starting points and capabilities.
- Children are cared for in a very safe environment. All areas and equipment used by the children are risk assessed regularly to ensure action is taken to maintain children's safety. Leaders and practitioners fully understand their roles and responsibilities in relation to safeguarding and child protection.
- Leaders are suitably organised to manage the nursery well. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.
- Partnership working with parents, professionals, agencies and other providers are well established to enable practitioners to support individual children's needs effectively. Children with special educational needs and/or disabilities are extremely well supported.

### It is not yet outstanding because

- There is scope to cascade the excellent teaching skills present in the nursery to all practitioners so that all children benefit.
- Younger or less mature children require more support to enable them to manage their own feelings at certain times during the day.

## **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 all the playrooms and outside.
- The inspector conducted a joint observation with the head teacher.
- The inspector held meetings with the head teacher of the provision and the early years teacher, and spoke with those practitioners with additional responsibilities.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the nursery self-evaluation and development plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the nursery's own parent survey.

**Inspector**  
Anne Archer

## Full report

### Information about the setting

Ronald Tree Nursery School opened in 1934 and was registered with Ofsted on the Early Years Register in 2006 to enable children to attend from two years of age when space allows, and outside designated nursery hours. The nursery is situated within the nursery school building. It serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above, including two with Qualified Teacher Status, one of whom also has an early years teacher qualification.

The nursery opens Monday to Friday for 38 weeks of the year. Sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm. There is a breakfast club from 8am, a lunch club between sessions and a tea club until 6pm. The nursery opens in school holidays when there are sufficient numbers wanting to attend. Children attend for a variety of sessions. There are currently 101 children on roll in the nursery school, including 15 who regularly attend the extended hours provision in the nursery. Funded early education is provided for three- and four-year-olds. The nursery supports 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:

- cascade the excellent teaching practice within the nursery to all staff, so that all children consistently benefit from it
- teach children strategies to enable them to better manage their feelings. For example, by supporting them to adapt their behaviour to different situations or changes in routine.

## Inspection judgements

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

Teaching is good overall, with some excellent elements that truly engage children in their learning. However, the skills and knowledge of more experienced staff are not yet fully exploited to ensure that those with less experience learn from their good practice. There is very good one-to-one support for those children with gaps in their learning, those requiring help to enable them to participate fully in the routines of the session and for those who require more challenge. For example, children with a range of learning needs participate fully in the story session because of the support provided. Another child who

does not always engage in group activities is provided with more challenging activities that are of particular interest to him relating to mathematics. Accurate assessments of children's progress are used to plan group and individual activities that enable children to achieve rapidly given their starting points and capabilities.

Practitioners thoroughly understand that children learn through play by investigating and experimenting. Children playing outside are provided with additional tools and advice as they pretend to hammer nails into a wooden frame. Children arriving at the tea club notice sparkling lights on the window blind. A lengthy discussion follows about what might be the cause. Eventually the practitioner points out that they are a reflection from a child's clothes caused by the sunshine. Everyone turns to the child concerned to look at the shiny bits making the flashing lights. Children participate in a variety of activities to develop the basic skills which will support their future learning. For example, a line of string is tied between two chairs to create a washing line. Children are asked questions about the different socks suspended from the line, such as are they the same size, same pattern or colour and what is different about them. Children also try to guess who the socks belong to. A group activity later in the session reinforces this learning as children are asked to look at their own shoes and socks and those of their teachers, and talk about size and colour and point out if they have zips, buttons or laces. Children respond very differently to this activity. Some children enjoy talking about what they are wearing and sharing their shoes, while others are less secure. Practitioners, though, are very tuned into the children's feelings and know who to encourage and who to support.

Children with special educational needs and/or disabilities are particularly well supported and develop very trusting relationships with their helpers. These relationships enable the children to make very good progress and be well prepared for the next stage in their education. Children's starting points on entry are obtained from records made of discussions between key people and parents and/or carers. Children are often recommended to the nursery by children's centre staff and they continue to offer support to the families. Initial learning targets are set after the child has settled in and these are regularly reviewed so that different strategies can be used to teach the child if necessary. For example, reading stories in small groups has greatly improved children's literacy skills and their desire to engage in story time. Parents are provided with many opportunities to find out how best to support their child at home. There are also many ways parents can share their child's development and any new experiences. For example, there is a 'reach for the stars' display where they can pin up a photograph or a few words about a child's special day out. Alternatively, they can share information verbally with their child's key person and she will make a note for them.

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

The very effective implementation of the key person system ensures children form strong emotional attachments. These support their settling in and transitions, enabling them to become independent learners. Children display a strong sense of belonging. Staff know children and families well, enabling them to offer suitable support. Children show they feel safe and comfortable with the nursery team. Behaviour management is consistent throughout the nursery. Practitioners work hard to assess and take into account children's

levels of understanding and maturity. This is particularly important for children with special educational needs and/or disabilities. However, a few children struggle to manage their feelings when they are upset by circumstances or by other children. For example, children become upset when other parents are collecting their children and they are to remain at nursery longer, or when a group of children are engaged in an activity and a child does not want to participate themselves, they may be disruptive. In these circumstances children need further support to overcome their feelings of anxiety or frustration.

Children are cared for in a very safe environment. All areas and equipment accessible to children are risk assessed regularly to ensure appropriate action is taken to maintain children's safety. Children are taught about how to keep themselves safe when they are playing. For example, when children are balancing on a window frame as they repair it, they are advised to stand in a different place, so they can more easily balance. Children experience outdoor play throughout the day. There are a good range of toys and equipment that support all areas of their learning. Some are undercover and some are in the garden area, although most can be used wherever the children decide they want them.

Children are taught how to become independent in health and self-care skills and to adopt healthy lifestyles. For example, they take turns to wash and dry their hands before lunch and put on their coats and boots before playing outside. Children are taught how to serve themselves at snack time and to pour their own drinks. Those children staying for lunch and/or tea are also encouraged to be self-sufficient. Help is always on hand if needed and their medical and dietary needs are well supported.

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

Leaders and practitioners fully understand their roles and responsibilities in relation to safeguarding and child protection. Thorough recruitment practices ensure that there is a motivated workforce that work very well together. Suitability checks are undertaken on all adults working with children to ensure children are safeguarded. Induction programmes support new staff and in-house and other training is used, alongside annual appraisals, to ensure existing practitioners remain up to date with their role and responsibilities. Leaders are suitably organised and supported to manage the nursery. Delegated duties are monitored to ensure the provision runs smoothly and efficiently.

Leaders and practitioners fully understand their responsibilities with regard to the implementation of the learning and development requirements. Teaching and learning are monitored effectively so that children's individual needs are quickly identified and additional support is provided to close gaps in learning. The strong senior team are aware of areas for development in teaching and have started to put strategies in place to remedy them. There is a strong ethos of reflective practice that ensures any areas for development are identified so that action can be taken to improve the provision. Recommendations from the last inspection have been met.

Partnership working with other providers, professionals and agencies is very well

established to enable practitioners to support individual children's needs effectively. The special educational needs coordinator has a strong network of colleagues to liaise with for advice and support. Partnerships with parents are well established. They comment that they appreciate the support their children receive in getting them ready for school.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY330684
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	820558
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	75
<b>Number of children on roll</b>	101
<b>Name of provider</b>	Ronald Tree Nursery School Governing Body
<b>Date of previous inspection</b>	06/10/2006
<b>Telephone number</b>	01536514240

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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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