

# The Trees Day Care Nursery

The Trees Nursery, 50 Westwood Road, Portswood, Southampton, Hampshire, SO17 1DP

<b>Inspection date</b>	18/02/2014
Previous inspection date	30/06/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Staff provide a warm and caring environment. This helps children to settle quickly because of trusting relationships developed between them, staff and parents. This helps children to feel safe and secure.
- Children are motivated by the ways activities are presented throughout the nursery. They are totally engaged in their learning and make good progress, taking into account their starting points and capabilities.
- The effective monitoring and tracking systems ensure that targets for future development are identified and continuous improvements are made. This ensures that the nursery continues to provide good quality care and education for all children.

### It is not yet outstanding because

- Children's independence is not fully supported at meal times
- Staff interactions do not consistently maximise on opportunities to extend learning and promote critical thinking.
- Strategies of sharing information with parents are not consistent across 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 held meetings with the manager and deputy managers.
- The inspector held discussions with key persons and staff.
- The inspector took account of the views of parents, verbally and written, on the day of the inspection.
- The inspector observed activities in all rooms of the nursery.
- The inspector looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff, and recruitment procedures.

## **Inspector**

Jane Franks

## Full report

### Information about the setting

The Trees Day Care Nursery (3) has been registered since 1994. The nursery is privately owned and is part of a chain. It operates from 10 rooms on two floors, in a house close to Southampton city centre. The nursery serves families from a wide geographical area. The nursery is registered on the Early Years Register, as well as the compulsory and voluntary parts of the Childcare Register. There are currently 105 children on roll. Children attend for a variety of sessions. The nursery supports children for whom English is an additional language. The nursery is open from Monday to Friday from 7am - 6pm all year round. The nursery employs 22 staff who work directly with the children, all of whom hold relevant qualifications in childcare. Many of the staff are on training courses to achieve higher levels of qualification. The nursery also employs support staff to cook, clean and maintain the premises. The nursery receive support and advice from the local early years.

### What the setting needs to do to improve further

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

- allow children enough time to gather their thoughts and respond through gestures or through verbal communication
- improve strategies of sharing information with parents to ensure they are aware of notifications, and have opportunities to be fully involved in their child's experiences at the nursery
- increase opportunities for children to develop their independence at meal times.

## Inspection judgements

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

The educational programmes provide interesting and challenging experiences that meet the needs of all children. An effective system of observation and assessment enables staff to plan specifically for the individual needs and interests of each child. Individual learning stories and summaries of learning are completed for all children and shared with parents during parent hour sessions. The completion of the required progress check for two-year-old children, helps to ensure their progress is monitored. Staff motivate children to learn with exciting activities that children enthusiastically engage in. A good balance of adult-led and child-initiated activities ensures that children are the prime instigators in their own learning.

All children have opportunities to enjoy mark-making activities supporting their early writing skills. Children in the pre-school room engage in sand play, for example. Children between the age of one and two enjoy paint and shaving foam activities expressing themselves freely. Children write for a purpose as they put together shopping lists, for example. Children's mathematical development is supported through a range of planned and self-chosen activities. For example, children learn about numbers and counting as they sing number rhymes. They learn about shape and size as they use their imagination, building creations with bricks. Younger children use physical skills as they crawl around and explore their environment, pulling themselves up to reach resources, sensory bottles, for example. Staff follow children's interests and make use of opportunities for spontaneous learning, as children investigate why hail melts during outdoor play, for example.

Staff have a good understanding of how to promote the learning and development of children and as a result, children make good progress in their learning. Staff introduce new words in the context of play and group activities. Children enjoy a special word box activity, taking it in turns to select object and talk about what they find as a group, for example. However, occasionally staff do not give children enough time to respond and think fully about what they want to say. This means their learning in this area is not always as well supported as possible. However, overall, staff have high expectations and successfully challenge and meet the needs all children.

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

Safeguarding procedures are robust. Staff supervise children effectively and ratios are consistently applied, for example. Staff are deployed well and, as a result, children are happy and enjoy what they are doing at nursery. The key person system is embedded into practice. Effective care routines are in place to meet the individual the needs of all children, in toilet training, for example. Staff ensure consistency and they exchange information on individual needs of children regularly, during staff lunches, for example. Effective settling-in procedures help children settle in the nursery and promote their well-being. For example, parents complete a 'Unique child' booklet about their children's individual needs which may impact on their care or learning. Children have settling-in visits, which can be extended to meet their needs, and this ensures a smooth transition from home to their care. The nursery is retained at a good temperature throughout, is stimulating well-resourced and maintained, which supports children's all-round development and emotional well-being.

Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks. Meal times in all rooms are sociable occasions where conversation is encouraged. Children develop self-help skills through everyday routines, for example, washing hands and feeding themselves. However, independence would be further supported if older children had consistent opportunities to serve their own food, for example. Children develop self-help skills through everyday routines, for example, washing hands and feeding themselves. Children enjoy fresh air and exercise in the outdoor play areas. Children splash in puddles and play imaginary games alongside

staff, catching sharks, for example. They can run freely and use physical play equipment, which includes ride-on toys, balls and climbing equipment. Therefore, children develop their physical skills, and their well-being is effectively supported.

Staff have a calm and consistent manner with the children and follow sensitive behaviour management procedures. Strategies are in place to support children to understand feelings and to be kind to their friends. Staff, in the pre-school room, have put together a 'Feelings board' with children, for example. Children are supported well in their transition to school. Staff have good working partnerships with feeder schools; teachers are welcomed into the setting, and staff visit schools with children, for example. This impacts positively on the older children through their transition period. Children are also well supported in their transitions within the nursery. This is due to good settling in procedures and relationships formed with their key person as they move into a different room.

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

The manager and staff have a clear understanding of their roles and responsibilities with regard to the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of appropriate policies and procedures supports children's safety and welfare in the setting. Staff understand their responsibilities to safeguard children. They capably describe procedures that they would follow, should a concern be raised in order to protect children from harm or neglect. Risk assessments and health and safety procedures are robust. Staff conducted daily risk assessments for the premises to ensure that any possible hazards are identified and minimised for children. Effective procedures ensure the safe recruitment of suitable and qualified adults to care for the children. Staff's ongoing suitability is monitored through the manager carrying out six-month appraisals and supervisions. This gives them the opportunity to discuss any concerns about performance and any training and development needs.

The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. For example, plans are in place to develop the outdoor play area for babies. In addition, advice is provided through the early years team to support the manager in improving quality of practice and provision. The manager has a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. Planning and assessment systems are monitored effectively and the manager spends time observing staff, to gain first-hand knowledge about what is working well and address issues raised. Where children have an identified need, staff work with outside professionals and follow their advice, in order to develop an individual educational plan to follow for the children. This ensures children's individual needs are met appropriately, which enhances and supports their learning.

Partnerships with parents and other agencies involved with children's care and education are effective and promote a joined-up approach to meeting children's individual needs. Parents confirm they are very pleased with the setting and how well their children have

developed since attending. However, the process of information sharing is not robust, as some parents are not aware of forthcoming events, for example. These are normally advertised on parent boards or displayed by the entrance door of individual rooms, but parents comment they do not always have time to read these.

### **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	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>	131618
<b>Local authority</b>	Southampton
<b>Inspection number</b>	951071
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	82
<b>Number of children on roll</b>	105
<b>Name of provider</b>	White Horse Childcare Ltd
<b>Date of previous inspection</b>	30/06/2010
<b>Telephone number</b>	023 8067 8888

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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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