

The Trees Day Care Nursery

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

Inspection date	19/02/2014
Previous inspection date	12/09/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 feel safe and secure in the nursery and management's arrangements for safeguarding the children are robust.
- The children are welcomed into a friendly setting where they are valued and included, so are ready to learn.
- A good partnership between the nursery and parents ensures key information is shared between them.
- A successful key person system helps young children to settle and develop secure and trusting relationships.
- Children of all ages are happy and confident and staff are sensitive to children's individual needs.

It is not yet outstanding because

- Planning does not always clearly show the learning outcomes of activities to enable all staff to skilfully question children during activities to extend their learning as well as possible.
- Some of the daily routines of the nursery have not been reviewed to ensure children do not sit for long periods in group times.

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 outdoor learning environment.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector undertook a joint observation of a planned activity in the pre-school room with the deputy manager.

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 8 am to 6 pm 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 64 children on roll, all of whom, are in the early years age range. There are 11 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 children aged three and four.

What the setting needs to do to improve further

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

- clarify further the learning intention of activities to enable staff to better support and extend children's learning through discussion and open questions, encouraging them to think more.
- review daily routines to meet the needs of the different ages of children to ensure children do not sit for long periods of time during group times.

Inspection judgements

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

Children enjoy their time at the nursery. They are welcomed into a friendly setting by the staff, who meet the children's learning needs well. The nursery is organised to provide all age groups with access to resources that children can explore freely. Throughout the nursery children are making good progress in all areas of development. They are confident and keen to join in activities, and are developing warm relationships with each other and staff. Babies and toddlers have lots of opportunities to explore resources with their senses. They touch and handle toys discovering how things make a variety of noises and have different textures. Observation and assessment systems are in place, and the staff have worked to develop the systems since the last inspection. Planning systems have also been developed and are linked to children's interests and capabilities. The educational programme ensures the children are offered interesting experiences across the different areas of learning. Staff have a good understanding of the seven areas of learning and how children learn. They ensure that a range of resources available to the children help them make good progress in their learning. However, not all staff are confident to question and

extend children's learning during planned and everyday activities. The daily planning does not clearly show the learning outcomes of the activities to enable all staff to confidently broaden children's learning through discussion and questions.

The staff team promote children's development through a good balance of child-led play and interesting activities. Children investigate technology as they use the computer. They become aware that written words have meaning as adults sit and read books with them. The pre-school children thoroughly enjoy hand and feet painting on giant sheets of paper and have great fun moving around the paper making footprints with the paint. Children are encouraged to count and use numbers in a variety of ways and they recognise shapes and name colours. However, at different times of the day children are sitting for long periods in group time or waiting for activities to be set up, and some children become restless.

The staff have implemented the progress check for two-year-old children. All documentation is in place and shared with parents. Parents are kept well informed about the life of the nursery via the notice boards and through daily chats to staff. They state they have seen their children make good progress since starting at the setting.

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

Children are happy and confident in the nursery and staff are sensitive to children's individual needs. An effective key person system is in place in each room. This enables children to develop trusting relationships and to help children to be ready for the next stages in their learning. The indoor and outdoor play areas are organised to ensure that children can take part in a wide variety of activities. Children enjoy playing outdoors where they can have fresh air and exercise in all weathers. They have access to a range of resources to stimulate and provide opportunities for learning and enjoyment. They develop their physical skills as they can kick balls, run around the garden or ride on the wheeled toys.

Effective behaviour management systems are in place. Children behave well and are learning to share, take turns and play well together. They are developing good relationships with each other and interact well together throughout the nursery. Children know what is expected of them and are confident to make their own choices and decisions. The nursery provides a variety of healthy and nutritious snacks and meals. Mealtimes are a social time for the children where they can sit together and chat. In the pre-school room they talk about what foods are good for them and how eating the vegetables they are having for lunch will make them strong. This demonstrates children's good awareness of the benefits of healthy eating on their bodies. In the under twos' room they sit together, wear bibs and are given time to become independent and feed themselves. Children learn about good hygiene routines and from a very young age can independently take themselves off to wash their hands. They learn that they must wash their hands after using the toilet, before eating and after messy play. Accidents and incidents are recorded appropriately and parents are kept informed. Staff support the children as they progress through the nursery, from the baby room to the older age group

rooms. Staff put good preparation and support into giving the older children skills for the future in readiness for their move on to school.

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

Parents and children are welcomed into a friendly setting. Good arrangements for safeguarding children are in place. Staff are appropriately qualified, undertake training and have a good understanding of safeguarding procedures. Clear procedures are in place for recruitment and vetting of staff, which helps ensure all adults working with children are suitable to do so. Thorough risk assessments are in place and are used well to identify hazards and the action needed to minimise risk. A comprehensive range of policies and procedures including a complaints record, are in place, covering all areas of the provision. Children are supervised well. Staff are deployed effectively to ensure that children are fully supported and protected at all times and ratios are maintained. All staff take responsibility and use vigilance to ensure children's health and safety, inside the nursery as well as outside. This ensures that they all work together to offer children an environment where children can feel safe and secure. Regular staff meetings ensure that information is shared with all staff. There are systems in place to monitor and evaluate the setting, to ensure any strengths and areas for development are highlighted.

Children are provided with an inclusive environment and learn about valuing each others differences and the setting promotes equality and diversity. Staff are committed to ensure every child and their family are valued and welcomed within the setting. Children learning English as an additional language or those with special needs are well supported and make good progress whilst at the setting. The partnership between parents and the nursery is very good. Parents sign a wide range of agreements when their children first start at the nursery and thorough records are kept of children's times of attendance. Parents are provided with information about the setting and are able to chat to staff when dropping off or collecting their children. Daily information sheets keep parents of the younger children informed about their child's day including food eaten, sleep times and nappy changes. Parents report they are very happy with the care their children receive and find staff very friendly and approachable. Arrangements are in place to liaise with other providers the children may attend, to ensure information is shared about their learning.

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

Unique reference number	131616
Local authority	Southampton
Inspection number	951812
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	64
Name of provider	White Horse Childcare Ltd
Date of previous inspection	12/09/2013
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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