

# The Trees Day Care Nursery

114 Oxford Road, Stratton St. Margaret, Swindon, Wiltshire, SN3 4HD

## Inspection date

Previous inspection date

27/02/2014

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

- There is a good key person system, as a result children develop close bonds with their key person and demonstrate they feel safe and secure.
- Children are progressing very well in all areas of learning and development, as a result of the staff's detailed knowledge about their key children.
- The safeguarding requirements are met effectively; consequently, children's well being is supported well.
- Good partnerships with parents, carers and other early years settings that children attend are developing.

### It is not yet outstanding because

- Although, young children enjoy looking at books and have a cosy book corner, the preschool children do not have an inviting area to encourage them to look at books.
- During meal times, children are not fully encouraged to develop their independence because staff do not encourage them to join in preparing the table for lunch or to serve themselves.

## **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 observed activities in the playrooms and the garden.
- The inspector held a meeting with the manager of the provision and invited the manager to carry out a joint observation.
- The inspector checked the evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation.
- The inspector had discussions with staff, children and parents.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments, registers of attendance and the company policies and procedures.

## **Inspector**

Hilary Tierney

## Full report

### Information about the setting

The Trees Day Care Nursery registered in 2013. It is located in Stratton St. Margaret on the eastern edge of Swindon, Wiltshire. It is one of six nurseries owned by White Horse Childcare Ltd. The nursery operates on weekdays throughout the year from 8am until 6pm, except bank holidays. Children currently use age-related room on the ground floor of the building. There is wheelchair access to the ground floor of the nursery. There is a enclosed garden for outside play. The nursery is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. There are currently eight members of staff who work with the children including the manager and of these, seven staff hold appropriate childcare qualifications. There are 49 children currently on roll attending the nursery.

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

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

- consider ways to improve children's participation and independence with particular reference to snack and meal times
- consider providing an attractive, inviting and cosy book area, so the preschool children are able to develop their enjoyment of books further.

### Inspection judgements

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

Children are progressing well in all areas of learning and development because the staff are confident in their understanding of how children learn and the requirements. The effective key person system means that children are well settled and comfortable in the surroundings. Staff know the children well and meet their individual needs effectively.

Children are developing good language skills, through being able to listen to the staff talking to them constantly and their interaction with each other. Staff ask clear open questions when speaking to children to help them think and problem solve. For example, when a child hears a noise, the member of staff asks what do you think it is, and when the child answers, she asks what colour do you think it is and where is it going. Young children have the sounds they make repeated back to them by staff, which helps to reinforce their early language skills. Young children enjoy looking at books alone and with their key person. They have a cosy, inviting corner near the books, which means they are able to sit and look at books when they choose. However, in the preschool room, books are easily available on bookshelves, but the area is not inviting. As a result, children do

not readily access books and when they do, they have to take them somewhere else to sit and look at them. When children ask staff to look at books with them, they have to find a space on the floor.

Children enjoy being able to access the outside play space during the day. The main doors remain open at all times, which encourages children to develop their play from inside to outside. Children really enjoy filling buckets of water and taking them outside to paint and wash the playhouse. They have great fun with washing the paint off the walls. They talk with staff about how they would really like to paint the play house and keep it painted. They talk about what colour they could paint it. Children enjoy making puddles of water and then splashing in these puddles. Children have lovely opportunities to run, jump and ride bikes as they play outside. Most activities are taken outside included pens, paper and sand.

Children develop a good understanding about how to interact with others and make friends. Clear guidance from staff encourages children to share and take turns as they play. Children enjoy making dens and using their imagination as they role play in the den they have made. Children enjoy developing their creative skills, through recalling stories they have been told and making a picture of the story. For example, children recall the three little pigs' story and then make a house on paper with pipe cleaners, play dough and glue. Children take great delight in showing their creations to their key person, other members of staff and their parents. Children are well behaved and understand the rules of the setting. They respond well to the praise and encouragement they receive from the staff. Children are acquiring the skills, attitudes and dispositions they need to prepare them for school or their next stage of learning.

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

The key person system works exceptionally well, which means children, have extremely close bonds with their main carer. Children demonstrate they are comfortable and feel secure in the nursery. New children settle very quickly as a result of the good settling in process offered and that they have an allocated key person with whom they can form close attachments. The key person responds to their child's care needs, such as nappy changing, responding to sleep times and helping to feed their key child.

All children are developing a clear understanding about healthy lifestyles and personal hygiene practices. Staff encourage children to wash their hands before snacks, meals and after being outside and using the toilet. They use paper hand towels, but all children have individual hand flannels they use after lunch. The youngest children are beginning to understand about hand washing and will sit before snacks and meals waiting for their hands to be wiped. Children enjoy meals and snack times and sit well to eat, staff sit with the children and chat with them as they eat. The preschool children are encouraged to pour their own drinks during snack and meal times and when they require a drink during the day. However, children are not encouraged to develop their independence further as their lunch is brought to them already served on plates or bowls and when children ask for more the staff serve the children.

Preschool children have easy access to the outside play area, where they are able to explore the world around them. They enjoy being able to wander freely between the inside and outside play space. Children enjoy water play when they wash the play house after they have painted it, digging and planting. Younger children also have regular outside play as they have daily access to the outside play space. Children are being prepared well for their transition to their next stage of learning.

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

The manager and staff have a good understanding of their responsibilities in meeting the learning and development requirements. Detailed observations and assessments are completed by a child's key person, which means that they know the children very well and can plan around the child's next steps and interests to help them progress effectively in all areas of learning and development. The safeguarding and welfare requirements are met effectively and the manager has a good understanding of how to meet these. Staff induction and supervision is good as a result, staff are clear about the company's policies and procedures, including the safeguarding procedures. All staff are checked and suitable to work with children. Staff complete detailed risk assessments regularly. Room staff are responsible for checking rooms, before children arrive. Clear outings procedures are in place, with clear records kept of when outings take place, how many children are taken with staff and where they are going.

There are good partnerships with parents, carers developing. They receive detailed information from staff, with both a written and verbal communication, when they collect their child. A notice board in the hall details information for the parents such as daily menus and details about the Statutory framework for the Early Years Foundation Stage, policies and procedures. Parents spoken to during the inspection, speak very highly about the staff and care provided. They comment how well their children have settled and the good settling-in process. All parents know their child's key person. The staff are developing good links with other settings children attend. They share detailed information about the child's learning and development. The child's key person visits the other setting a child attends so they can link with the child's key person at the other setting. This helps to ensure that all adults are able to contribute to the child's learning and development.

This is the setting's first inspection since they opened and the new team of staff are working hard to provide good quality childcare. The very enthusiastic and energetic manager motivates staff extremely well. The team demonstrate their genuine care for the children and motivation, which reflects on the children, so they are eager and motivated to learn. Staff are able to contribute to the evaluation of the setting; as a result, areas to improve are well targeted to benefit the children.

### **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>	EY465770
<b>Local authority</b>	Swindon
<b>Inspection number</b>	931093
<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>	49
<b>Number of children on roll</b>	49
<b>Name of provider</b>	White Horse Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01793 832222

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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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