

The Trees Day Care Nursery

The Comrades Club, 55 Leigh Road, EASTLEIGH, Hampshire, SO50 9DF

Inspection date	15/01/2014
Previous inspection date	14/11/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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 requires improvement

- The management and staff are a committed and caring team offering children a friendly, warm atmosphere in which to play and learn.
- Very good support is offered to children with special educational needs and/or disabilities and their families.
- Good partnership with parents and other agencies exist at the nursery to ensure children's needs are met.
- Home-cooked, hot nutritious meals are offered to children to support their health.

It is not yet good because

- The educational programme for toddlers and older children does not consistently and effectively support all learning needs, because the teaching practices are variable.
- Not all play rooms are rich, stimulating and well-resourced which limits children's choices
- Supervision arrangements to promote staff development and foster a culture of continuous improvement across the nursery are not formalised.
- Key persons do not always carry out younger children's care routines to promote the best possible bond between children and their key person.

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 play and learning activities and tracked children, indoors and out.
- The inspector undertook a joint observation with the manager.
- The inspector had discussions with the manager, and the deputy regarding leadership and management
- The inspector looked at a sample of children's progress records, planning and had discussions with staff relating to safeguarding and welfare.
- The inspector spoke to some parents to gain their views of the setting.

Inspector

Lorraine Wardlaw

Full report

Information about the setting

The Trees Day Care Nursery registered in 2012. It is located in the centre of Eastleigh in Hampshire, opposite the park and close to all local amenities. It is one of five nurseries owned by White Horse Child Care Ltd. The nursery operates on weekdays throughout the year from 8am until 6pm. Currently children use areas on the ground floor of the purpose designed building. There are age related rooms and all facilities are available. There is wheelchair access to the ground floor of the nursery. There is an enclosed garden for outside play. Children attend from Eastleigh and the surrounding areas.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are funded early education places for three and four-year-old children. The nursery supports children who learn English as an additional language and support children with special educational needs and/or disabilities. There are twelve staff working with the children, all staff are qualified in childcare and early years education. Two staff members have Early Years Foundation degrees. The nursery currently has 70 children on roll in the early years age group, many of whom attend on a part-time basis.

What the setting needs to do to improve further

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

- improve children's learning and developmental progress by monitoring and evaluating play and group activities to ensure they meet individual children's learning objectives and the learning environment is rich and resourceful, particularly for older children
- improve arrangements for the supervision of staff by providing, support, coaching and training and fostering a culture of continuous improvement.

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

- develop the key person system further to be able to fully support young children's personal, social and emotional needs.

Inspection judgements

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

Babies and young children enjoy some purposeful play and learning opportunities at the nursery. They are cared for by staff who support their developmental progress generally well, but staff do not consistently offer strong challenge for the pre-school children. For example, children have fun role-playing in the Chinese restaurant, set up to extend children's knowledge of other cultures and beliefs. The adult encourages the children to take on different roles and to count the menus, order books and to recognise numbers on the cooker. This promotes their understanding of the world, develops their imagination and mathematics. However, staff do not take opportunities to extend children's literacy skills, such as talking about and making an open and closed sign for the restaurant, when a child talks about it being closed. This is despite key people identifying children's next steps which are to develop writing skills and form recognisable letters. In addition, children are not encouraged to write their names on their collage when they use glue with different media and materials. Although staff know their key children generally well and record their next learning steps on an individual plan, learning activities do not consistently reflect these next steps. All staff routinely make assessments of children's developmental progress including the written progress check for two-year-old children. The management team monitor children's learning but do not always use this information to make sure the educational programme across the nursery is consistently successful.

Children show they are developing in their communication and language skills through input from the adults. They sing their favourite songs enthusiastically in the outdoor shed, sheltering from the rain. The adult is careful to ask for the children's ideas on songs to sing and promotes listening and speaking by giving them time to talk. Children in the two-year-old room are content and engaged during their child-initiated play. For example, they happily explore and investigate the sand with the shells, or the gloop using their fingers and the different play tools available. They are interested and involved in various play activities such as the small worlds play resources and sensory bottles and puzzles. Staff sit and play with them promoting some areas of learning, such as role modelling vocabulary, which promotes communication and language when they complete the inset puzzles. They line up and count when children explore the sensory bottles. However, the quality of the interaction and support from the adults overall is variable. The whole group teaching and learning activity of story time in the two-year-old room does not effectively meet all the children's learning needs. Some children are engaged, listening and joining into elements of their favourite story, but others are fidgety and not engaged by the activity. This is because the group time is not planned and organised to meet their needs and it is not age and stage appropriate for them. Staff are not all knowledgeable and skilled in this room to adapt the educational programme to ensure it meets each child's diverse, unique and individual needs.

Young babies receive a good quality play and learning experience. The key adults are tuned into their needs and effectively promote their key skills in social, communication and physical development. The adults interact purposefully building on what the babies can do. For example, they encourage babies to wave and say hello to the adults coming into in the room, when they turn and look at their faces. They promote their movement when playing on the floor with toys and use a commentary during their explorations of the stimulating environment. Playful, fun interactions such as peek-a-boo with see through scarf promote children's emotional and social development. The key strength of the nursery is the support that children who have special educational needs and/or disabilities

receive. Great care and support is given to the children and their family to ensure their needs are fully met. This means they make good progress from their starting points through this very good, tailored support. Despite the inconsistencies in practice and some lack of challenge, children are developing future skills overall to support them in their next stage, for example, school.

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

Children settle well and show strong self-confidence within the nursery, particularly the older children in the pre-school room. There is a key person system in place, although it is not always used well to meet the needs of all the children well. While babies have opportunities to develop a bond with their special adult, through their care routines of being bottle-fed and put to bed by them. However, this consistency does not extend throughout the nursery. For example babies' and toddlers' nappy changing routines are not consistently undertaken by their key person or buddy, which misses an opportunity to develop children's emotional security and sense of well-being further. Planning of the educational programme does not include small group time with their special adult to ensure a genuine bond is swiftly made. During lunch-time, the adults are positive role models as they sit with the children to make it a pleasurable, eating, social and communicative experience. Older children are encouraged to be personally independent, serving themselves the hot, nutritious meal. Water is freely available to the older children which ensures they keep hydrated and regular snacks such as a fruit smoothie are on offer mid- morning. Children with specific medical needs are exceptionally well supported. Staff have good training from the community nurse to carry out children's vital health care routines and are vigilant about children's well-being. Management and staff demonstrate high care and compassion for these children. This is because management goes out of their way to organise a charity ball for parents and friends. They raise lots of money for the paediatric intensive care unit at the local hospital who have supported children attending the nursery.

The adults promote children's positive behaviour through clear boundaries, highlighting the codes of conduct of being polite in the nursery. Children receive good praise and encouragement across the nursery and demonstrate their good behaviour. They are reminded by adults to wash their hands after they use the toilet and are learning to respond to their own toileting needs. Children take part in outdoor play in all weathers. Toddlers enjoy experiencing the rain on their faces and digging in the outdoor sandpit in their raincoats. Some areas of the nursery are rich, inviting and stimulating, such as the baby room but not all rooms have an enabling environment for children. For example, the pre-school room is lacking in play resources in some areas of learning, which limits children's choices in play. In addition, the learning areas are not clearly defined and inviting such as the book area in the toddler and older age groups. This is despite some of the staff attending training in communication friendly spaces, This is because staff do not always identify children's learning needs well. Children are generally suitably prepared for their next stage in learning because there is a good system in place for key person handover when children move rooms and there are good links with the nearby school. The key person and children go on 'play dates' to the new room to ensure the move goes

smoothly. The nursery go on school visits and put school uniforms in their role play area to help children in their next learning stage.

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

The growing nursery with its new management team, since the last inspection, has clear arrangements for safeguarding children's welfare. This inspection was brought forward following information received that ratios are not always correct. The management team demonstrates how they meet the correct adult to child ratios on a daily basis, through their office systems and through correct ratios on the unannounced inspection day. Staff are deployed to meet the children's needs and supervise children, throughout the routine of the day. Twice daily risk assessment checks are undertaken by staff to ensure the premises and play areas are safe for children. Management and staff write and carry out specific risk assessments for those children who have special safeguarding and welfare needs. The designated lead for safeguarding children is clear on the procedure to take if the nursery is worried about a child. A suitable induction programme is in place to ensure staff have an understanding of the main nursery policies such as child protection and fire evacuation. Although annual appraisals are undertaken, there is not a formal system for staff supervision to effectively address staff development, which is particularly relevant because many of the staff are new to post in the last year. This means that staff practice is not always fully developed. The nursery operates a secure procedure to administer medication to children and records all accidents. The management team complete a suitable recruitment and vetting procedure before new staff start at the nursery and unvetted staff are never left alone with children.

Overall, the new management team have a sound overview of the educational programmes offered at the nursery. They are aware of some of the areas required for improvement to be good, concerning the delivery of the teaching and learning activities. This is because they have recently had a Local Authority quality review, which helped them assess the nursery practice. An improvement plan is currently in development and at a recent staff meeting the staff showed motivation and a commitment to improving the areas identified. The systems for monitoring of staff practice are not fully developed because the nursery have grown rapidly in child and staff numbers. For example, a peer observation system is about to be introduced. A brief self-evaluation of the setting has been undertaken but is not up-to-date and does not fully analyse and self-challenge all aspects of the nursery. It also does not include feedback from parents and others associated with the nursery to drive more effective improvements.

Partnerships with parents are strong in the nursery and staff build effective relationships with parents. Parents speak highly and positively of the friendly, approachable staff, and say how much their children enjoy attending the nursery. Parents of children with special educational needs talk enthusiastically about the nursery, the staff and the invaluable life-line the nursery has given them. Partnerships with external agencies and the local schools are well established. For example, agencies to support children and families with special educational needs come into the setting and share their expertise with the staff, who

mirror some of their practice. This promotes effective continuity of care for these 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

Unique reference number	EY438131
Local authority	Hampshire
Inspection number	946404
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	93
Number of children on roll	70
Name of provider	White Horse Childcare Ltd
Date of previous inspection	14/11/2012
Telephone number	02380610200

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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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