

# Green Tree Nursery

Fergusons Lane, Newcastle, NE15 6NX

<b>Inspection date</b>	09/04/2014
Previous inspection date	22/09/2008

<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

- The nursery has a robust safeguarding policy and other procedures in place that ensure children are protected from harm and can learn in a safe environment.
- Children's needs are very well met through highly successful partnerships between the staff, parents and other professionals. As a result, children make good progress.
- An effective evaluation and monitoring process is in place to support the nursery to identify areas to develop and continually improve.
- Good quality teaching, which includes staffs' effective interactions, ignites children's interest and enthusiasm for learning.

### It is not yet outstanding because

- Opportunities for children to develop their critical thinking skills and respond in sentences are not fully developed, as some staff do not always make good use of open-ended questions.
- There is scope to enhance the resources within the baby room for staff to have more uninterrupted one-to-one time, for example, when feeding young babies.

## 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 viewed all areas of the premises and equipment, and observed activities in the playrooms and the outside play areas.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector held meetings with the manager and spoke with staff and children throughout the inspection.
- The inspector completed a joint observation with the manager and also took account of the views of parents spoken to on the day and in written form.

## Inspector

Eileen Grimes

## Full report

### Information about the setting

Green Tree Nursery was registered in 2002 and is on the Early Years Register. It is situated in a large, two-storey building in the Benwell area of Newcastle-upon-Tyne. The group serves the local community. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday for 51 weeks of the year, from 7.30am until 5.45pm. Children attend for a variety of sessions. There are currently 49 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

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

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

- enhance children's critical thinking skills further by extending the use of open-ended questions with children as they play
- enhance further the good provision within the baby area, for example, to include areas for staff to feed young babies uninterrupted and to provide additional opportunities for one-to-one bonding.

### Inspection judgements

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

The nursery is a friendly, welcoming and lively setting. Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and use this to support children's learning and development. They observe children and plan a balance of adult-led and child-initiated learning opportunities and experiences which are based on children's interests. Staff complete observations on their key children and others in the nursery to ensure all children's achievements are captured. They understand that all children are individuals and learn as they play and explore in their own ways. Therefore, children who speak English as an additional language receive support which is specific to the way they learn. This sensitive support from staff and external agencies enables children to feel secure and make good progress relative to their starting points. The required progress check at age two is completed and shared with all relevant partners. This ensures early intervention services for children who might need additional support are engaged swiftly and effectively. Staff complete a regular summative assessment for each of their key children, and any gaps in learning are quickly identified and supported

appropriately. As a result, children have the key skills needed for the next steps in their learning and they are progressing well towards the early learning goals.

The breadth and depth of the educational programmes ensure children make good progress through interesting and challenging activities and experiences. Throughout the nursery, children's communication and language abilities are developing well. This is because staff engage in a range of conversations with children, and staff are beginning to implement the 'Every Child a Talker' programme. However, not all staff are confident in using open questioning techniques to encourage children to think critically. Children enjoy counting and recognising different shapes at singing time and when playing building games. As a result, they improve their skills in counting and knowledge of different shapes. Children delight in exploring a variety of different media. For example, younger children enjoy exploring with making marks in the sand with a range of vehicles, while older children start to write letters. Children are confident in using information and communication technology to support their learning. Older children are able to access the internet and find programmes of their choice. Children join in enthusiastically at singing time, finishing off rhyming strings, which the adult reads. As a result, children develop their phonic knowledge and awareness. All children are provided with a good range of appropriate reading materials which ignite their interest. They listen carefully to stories and answer related questions appropriately.

Staff understand their role in ensuring that every child's learning and care is tailored to meet their individual needs and to seek to engage and support parents in guiding their child's development at home. Parents contribute to their children's starting points by completing information about their children's interests. They look at children's learning journey records in the nursery, and on occasions take them home. Parents are kept informed of their children's progress through daily discussions with their key person. They feel welcome in the nursery and know who their child's key person is. This means that parents are fully and effectively involved in their children's learning.

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

There is a thorough, well-established settling-in process in place, which is flexible and meets the needs of individual children attending the nursery. Information from parents is used to support children as they move from home. Consequently, children are well settled and emotionally secure. However, resources within the baby room do not always provide staff with the opportunity to feed young babies uninterrupted and further develop one-to-one bonds. Staff have good relationships with early years staff in the school and support children to move effectively with visits and by sharing information about the child. As a result, children are emotionally well prepared for the next stage in their learning. The nursery operates a paired key person system, which helps children form secure attachments and promotes their well-being at all times. Consequently, children are happy, safe and secure and form attachments with staff in the nursery.

Behaviour is managed well. Staff are good role models, are polite and encourage children to be well mannered too. For example, at mealtimes, staff remind children to say 'please' and 'thank you'. Children understand where they can use various resources and why it is

important to help to tidy away. This helps them to learn about keeping safe. Distraction techniques are used effectively to avoid an escalation of conflict between children. As a result, children are aware of the boundaries set and the behavioural expectations of the nursery. Staff are deployed effectively and work in specific areas of the nursery, ensuring all children are supported well wherever they are playing. Consideration has been given to the provision for two-year-olds. For example, there are natural resources, a well-equipped home corner, appropriate books and tricycles.

There are good opportunities for children to develop their understanding of a healthy lifestyle and the importance of fresh air and exercise. Children are provided with healthy snacks and lunches, which are prepared on site. They enjoy outdoor play and learning in all weathers in a well-resourced outdoor play area. This means that they develop physical skills, while learning how exercise supports their overall health and well-being. They explore growth and change by gardening and investigating how the natural world changes with the seasons. As a result, children gain a good understanding of a healthy diet and the need for physical exercise. Staff support children to develop their independence skills by encouraging them to put on and take off their own painting aprons and use the bathroom independently to wash their hands. Resources are arranged so that children can access them independently.

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

Safeguarding is good. This is because the manager fully understands her responsibility for keeping children safe. There are clear well-written policies for safeguarding, the use of mobile telephones and cameras and what to do if an allegation is made against a member of staff. Staff have a good understanding of safeguarding procedures. They have all recently attended safeguarding training and confidently talk about early possible signs of emotional and physical abuse. There are clear procedures and documentation to record any concerns and a register referencing all staff's Disclosure and Barring Service check numbers. This means that children's welfare is promoted well. There are good risk assessment procedures both indoors and outdoors. Daily checks identify any potential hazards as they are found, and staff effectively take action to remove them. An analysis of accidents is undertaken on a regular basis to identify where most accidents occur and procedures are put in place to reduce them. Fire alarms are tested weekly and there is a record of fire evacuation procedures. First aid requirements are met and staff have up-to-date paediatric first aid training. Documentation is well kept, such as the accident records and the administration of medicines. As a result, children's welfare and safety are promoted well.

Leadership and management is good. This is because the manager works effectively with the staff and has a good overview of the curriculum. Planning and assessment systems are monitored well. The manager uses joint observations to effectively monitor the quality of the provision. Staff contribute to the monitoring of the provision and activities by completing evaluation sheets. Cohort data is collected from individual children's summative assessments. The manager uses this to monitor all children's progress. Consequently, individual children or groups of children who speak English as an additional

language are targeted and their progress is monitored, so that appropriate interventions are sought and gaps are closing. The manager has a secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support staff. For example, she has written guidance to support staff's understanding of the developmental bands, which effectively supports them with assessments. Policies are clear, well-written and in line with published guidance. Staff are kept up to date with any policy changes through regular staff meetings. There is an effective induction procedure, which supports staff to understand their role and responsibilities. Annual appraisals are carried out by the manager and are reviewed after six months, and monthly supervisions are carried out. Staff are supported well through a programme of continual professional development. This is established through identified needs from staff observations and supervisions. As a result, there are effective systems in place to monitor the quality of teaching.

There are well-established links with external agencies, which make a strong contribution to meeting the needs of the range of children who attend. Partnerships with parents are good. Parents feel welcome in the setting and feel their children are making good progress. They are kept informed and up to date with their child's progress and achievements at parents' evenings and through daily dialogues with staff. Regular newsletters are sent out to parents. There are strong links with the school. There is a strong drive for improvement with a very detailed self-evaluation, which informs the improvement plans. Staff contribute to the development of the provision at staff meetings. Parents contribute through suggestion boxes, memo sheets and questionnaires.

## 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>	EY104124
<b>Local authority</b>	Newcastle
<b>Inspection number</b>	869646
<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>	50
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Redd Nurseries Limited
<b>Date of previous inspection</b>	22/09/2008
<b>Telephone number</b>	0191 2280000

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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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