

Fir Trees Nursery School

Fir Trees Estate, Hull Bridge Road, BEVERLEY, North Humberside, HU17 9RT

Inspection date	15/05/2014
Previous inspection date	Not Applicable

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

- Children explore the stimulating indoor and outdoor environment with much confidence and enthusiasm. They are highly motivated and use resources extremely effectively to support their learning and play.
- The owner effectively monitors teaching and learning, staff practice is good. The staff fully understand how to promote children's learning. This results in high expectations for their achievements, consequently, children's progress is very good given their starting points and abilities.
- Staff are very secure in their knowledge and understanding of safeguarding matters, as a result, children's safety, health and well-being is effectively supported.
- Effective and secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- The reflective practice enables the nursery to identify areas for development and work in an environment of continuous improvement.
- Partnership with parents is robust. Parents comment on the quality of the information they receive about their child. Parents are well informed of their child's development and are supported to contribute to their learning.

It is not yet outstanding because

- There is scope to enhance the activities in the outdoor area to extend children's understanding of the natural world.

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 observed activities in the playrooms and outside learning environment.
- The inspector held discussions with the owner and staff throughout the inspection.
- The inspector looked at children's observation, assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children. A selection of policies, procedures and other relevant records and safeguarding documentation was sampled.
- The inspector took account of the views of parents and carers spoken to on the day and information including written feedback provided.

Inspector

Carol-Anne Shaw

Full report

Information about the setting

Fir Trees Nursery School was registered in 2013. The nursery is registered on the Early Years Register. It is situated in a purpose built single storey building on the outskirts of Beverley in the East Riding of Yorkshire. The nursery is privately owned and managed. They serve the local and surrounding rural areas. There is an enclosed outdoor area for the children. The setting currently employs seven members of staff. The owner has a Degree in Early Years and the manager holds a Foundation Degree in Early Years. There are six members of staff who have early years child care qualifications at level 2, 3 and 4. The nursery is open term time only. Sessions are from 8am until 5pm. Children attend for a variety of sessions. There are currently 57 children attending, of whom all are in the early years age group. The nursery provides funded early education for two, three and four-year-old children. The nursery supports children with special educational needs and disabilities.

What the setting needs to do to improve further

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

- enhance the outdoor learning environment, to further support children's understanding of the natural world, for example, by planning more activities that enable children to explore and investigate the natural world.

Inspection judgements

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

Staff have a good knowledge and understanding of how to meet the Statutory framework for the Early Years Foundation Stage and use this effectively to support children in their learning and development. Children enjoy their time learning through play in the well-resourced indoor and outdoor learning environment. The staff consistently use effective teaching strategies to support children's learning which prepares them well for starting school. For example, staff plan interesting, hands-on learning experiences, which not only follow children's interests but also build on their prior skills and knowledge. Each key person maintains an accurate record of children's achievements and they use their observational assessments to identify and plan for individual children's next steps for learning. Parents are also involved in this process, enabling them to be part of their child's ongoing learning and development. The owner and her experienced staff are effective role models and they continually model good practice and provide good quality learning opportunities for the children. This results in children benefitting from good learning experiences throughout the different learning areas of the nursery. They enjoy stories in groups with staff who use props, so children are involved and respond to narrative of the story. Children are also busy and fully involved mixing colours in the cornflour, watching and eagerly stirring the changing colours. Children play outside and engage in activities to

promote physical development, such as, using balance beams and climbing structures. Staff skilfully introduce positional language, such as, over and under. The member of staff engages children and extends their learning by encouraging them to find their own solutions to any problems which arise. For example, when climbing over a large tyre, the staff supports the child to hold and place their foot in an appropriate place, to successfully and safely tackle the obstacle. This effectively promotes children's thinking and allows them to take small manageable risks. Inside, children develop their exploration and investigation skills when touching and feeling the texture of the real fruits and vegetables they use to organise their healthy eating super foods. Older children focus on making marks in the mixed corn flour. Staff appropriately engage children in discussion and ask questions, they ensure that children are allowed time and space to become active learners and guide their own play. Children continually remain actively engaged and focused in their play, which effectively supports their good learning. They become well prepared for school, their next stage of learning.

The quality of teaching and learning is of a good standard. The educational programmes have depth and breadth across the seven areas of learning. They provide interesting and challenging experiences that meet the needs of children. Children enjoy recalling and counting the days of the week and how many days are left. As a result, they improve their skills in counting, simple addition and subtraction. They carefully pour their own milk and water at snack time. Consequently, they develop their small muscle control and coordination skills. In the group physical time younger children join in enthusiastically, singing and following actions to familiar songs. Older children enjoy identifying the initial sounds in words that they hear. As a result, children develop their phonic knowledge and awareness. All children are provided with a good range of reading materials, which ignite their interest in books. They listen carefully to stories and answer questions appropriately to the story they have just heard. They enjoy exploring a variety of different media. For example, younger children enjoy pummelling the modelling dough, squeezing it between their fingers and rolling it between their hands, pointing out this has glitter in it. Children use a wide range of tools effectively, making models and using cutters to make shapes. Practitioners extend children's thinking well by asking open-ended questions. For example, at lunchtime practitioner's challenge children to think about what is in their lunch box and where did it come from. As a result, children develop their ideas and confidence to enable them to express themselves well. The provision and activities are effective in meeting the learning needs of the range of children attending the nursery. Children with any additional learning needs are quickly identified and strategies are put in place to ensure that effective teaching for the individual child is put in place. Close working with other professionals and staff training are in place to ensure that all children are fully included in the nursery day and are able to reach their full potential, considering their starting points. The children have access to a wide range of activities and experiences both indoors and outdoors, which promote all areas of learning. However, there is scope to extend even further the opportunities for children to explore and investigate the natural world in the outdoor area.

Staff have formed good partnerships with parents, which are developed through effective settling-in procedures. Parents complete information forms giving staff information about

children's families and their interests. In addition, home visits are completed to ensure they have comprehensive information about the individual needs of the children. Baseline assessments which identify children's developmental starting points are completed for all children in the settling in period. This allows a consistent approach in supporting children's needs between home and setting. Parents are very well informed of their child's progress through daily verbal discussion, learning journey records and newsletters. Staff recognise that some children may have additional needs and effective planning is in place to support individual children with any delays in their development. Different strategies are used to support children's communication, for example, picture prompts are in place to support the children's understanding of the setting routine. Children's learning at home is further supported with information readily available to enable parents to promote learning at home.

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

Children form close attachments with the caring staff who are motivated and work well together, as a result, children are secure and settled. The key person system works effectively. New children settle quickly, the home visit is key to the nursery having all the information relating to the child to ensure their needs are fully met. The key person system is well embedded and this promotes young children's feelings of safety. The owner and the policies and procedures that are in place, provide the team with clear guidance regarding effective strategies when working with young children. Staff are calm and patient and demonstrate good manners to the children, this results in their behaviour being very good as they learn to share and take turns. Staff are well deployed and relate well to the children, encouraging them to learn boundaries for their behaviour. Children are proud of their creations, staff value children's creative work and this is displayed attractively round the nursery. This develops children's self-esteem and builds on their sense of achievement and emotional well-being.

The staff support children to learn how to keep healthy and safe. Children wash their hands before meals, knowing this is 'to wash away the germs'. Children engage in daily outdoor play opportunities, where they develop physical skills and an understanding of staying safe outdoors. Children learn to use equipment and the environment safely and listen to support that is given. This shows their growing awareness of safety and risk management. For example, children listen to staff instructions on how to climb, safely and carefully. Young children wait patiently for their turn. Children learn about the benefits of eating healthily and the importance of fresh air, exercise through discussions, positive reinforcement and planned activities. Older children are able to talk about foods, such as, super foods being good for their bodies. Their good manners are promoted at snack and mealtimes, children use this time to talk to their friends and are developing good social skills.

The owner and staff are fully aware of the need to prepare children well for transitions to school, to ensure as little disruption for each child as possible. Therefore they have

developed effective links with the local schools. Information relating to children's learning progress is passed onto the child's new setting, to enable them to continue children's learning. This all contributes to children making a seamless transition to school.

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

The safeguarding and welfare requirements of the Early Years Foundation are fully understood and all the staff ensure they meet these. Safeguarding is effective, the owner and all staff have a clear understanding of the safeguarding procedures. There is a range of interlinked safeguarding policies and procedures the staff follow. These include the use of mobile phones, cameras and the procedure to follow if an allegation is made against a member of staff. All staff have attended safeguarding training and confidently talk about the signs and symptoms of possible abuse and who they need to contact to make a referral. There is a register referencing all practitioners' Disclosure and Barring Service check numbers. This means that children's welfare is well promoted. There are good risk assessment procedures both indoors and outdoors. Daily checks are completed at the beginning of every session to identify any potential hazards and practitioners effectively take action to remove them. Fire alarms are tested regularly and there is a record of fire evacuation practices. First-aid requirements are met and practitioners have up-to-date paediatric first-aid training. Documentation is well kept, such as, the accident records and the administration of medicine records. Ratios are met at all times, which are evidenced through well maintained children and practitioner attendance registers. As a result, children's welfare and safety are promoted effectively.

Leadership and management is effective. The owner has a good overview of the curriculum, planning and assessment systems. The owner is an early years practitioner, she reviews the children's observations and the quality of the teaching and learning in the nursery. She informally checks data from individual children's summative assessments, which is used to monitor all children's progress. All staff have a secure knowledge of children's development stages and use these to support their learning. Policies in the nursery are in line with published guidance. Practitioners are kept up to date of any policy changes through regular meetings. There is an effective induction procedure, which supports practitioners to understand their role and responsibilities. Annual appraisals and supervision are completed to ensure any further training needs are identified.

Highly effective partnerships with parents are established. They make positive contributions to children's starting points, the sharing of information about children's continual learning is ongoing. Regular newsletters are sent out to parents to keep them informed of what is happening and half yearly summary reports keep them informed of their children's progress. There are good links with the local schools and other providers in the area, including the local children's centre. The nursery works effectively with local authority officers to support any children with special educational needs. The nursery

meets the needs of the range of children who attend, including the needs of children with any special educational needs and/or disabilities, by working closely with the integrated support service to develop and follow individual education plans. The owner identifies the nursery strengths and weaknesses. This means that swift and effective action is taken to address any areas identified for development. Parents and children's views are collected and practitioners contribute to the improvement of the nursery at planning meetings.

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	EY456168
Local authority	East Riding of Yorkshire
Inspection number	928555
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	57
Name of provider	Fir Trees Nursery School Limited
Date of previous inspection	not applicable
Telephone number	01482888180

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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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