

Maple Tree Nursery and Pre-school

279a West Bromwich Road, WALSALL, WS5 4NW

Inspection date

Previous inspection date

01/05/2014

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

- Safeguarding is very well promoted by all staff who are diligent in ensuring children are protected from harm. Any potential hazards or risks are quickly identified and removed so that children's safety is securely promoted.
- Staff interact with children particularly well. They use open-ended questioning, listen to what children say and do and provide lots of explanation to extend children's knowledge in all areas of learning.
- Children are given time to work out their own way of doing things and solutions to their own problems, so that their critical thinking is securely promoted.
- Children are encouraged to do things for themselves as soon as they are able, for example, putting on their shoes. This ensures they quickly become independent, helping to equip them with skills for their future learning and transfer to school.

It is not yet outstanding because

- Staff do not always recognise all of the learning taking place during children's activities so that they can maximise their observations and assessment of children's learning.
- Staff do not consistently share ideas with parents so that they can support children's learning at home.

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 compulsory part 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 play rooms.
- The inspector observed children having lunch.
- The inspector engaged with children, staff and parents.
- The inspector looked at risk assessments, access to the nursery, staff deployment and supervision of children.
- The inspector looked at children's assessment records and planning documentation.
- The inspector looked at a sample of staff and children's records, along with policies and procedures, including safeguarding.

Inspector

Sally Smith

Full report

Information about the setting

Maple Tree Nursery and Pre-School was registered in 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It is managed by a limited company and operates from a converted, single story building in Walsall. There is a fully enclosed area available for outdoor play.

The nursery employs 11 childcare staff. Of these, eight hold a National Vocational Qualification at level 2 or 3. One member of staff and the nursery manager holds a degree in early years. The nursery opens five days a week, from 8am to 6pm. Children attend for a variety of sessions. There are currently 58 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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:

- develop staff's understanding in using observations even more effectively so that they maximise their assessment of children's progress across all areas of learning
- develop systems even further so that all staff consistently share ideas and help parents in guiding their children's learning at home.

Inspection judgements

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

Children enter this newly established nursery eagerly and make good progress in all areas of their learning and development. They form good relationships with staff, who are responsive and attentive to their individual needs, helping children to quickly gain confidence in all that they do. Children are encouraged to have a go and think through their own ideas and solutions to problems, without fear of failure. All children make good progress in their personal, social and emotional development and this underpins their good achievement. In respect of the pre-school children, this helps to successfully prepare them for their future learning and transfer to school. Much emphasis is placed on establishing kind, caring relationships and social skills, such as sitting at the table to eat their food and using their cutlery correctly. Developing self-care and independence skills is also well nurtured, so that children can use the toilet without help and put on their own coats and shoes. Children are asked to find shoes that are, 'the same' and that 'match' after returning inside. Matching and sorting skills are also further consolidated as children pair socks and peg them on the washing line, helping to develop mathematical concepts.

The quality of staff interactions are very good. Staff get down to the children's level, sitting alongside them or on the floor, tuning in to what children say and do. They encourage dialogue with the pertinent use of questioning to make children think and work out solutions to problems. For example, children's counting skills are promoted through daily routines and mealtimes. A child is given the task of counting how many children are sitting at her table for lunch and therefore, how many plates she requires. She counts the children but forgets to count herself. The member of staff asks her to count again and still she does not include herself in the numbers. Rather than correct her, the member of staff lets her continue as she gives out the plates. At the end, the child smiles, turns to the member of staff and says, 'I haven't got one.' The member of staff asks the child to reconsider how many children there are in total. This helps children to develop their critical thinking. Staff are astute at recognising how children learn and in using their preferences to cover all areas of learning. For example, a member of staff knows that one of her key children prefers to be active, rather than sitting for focused activities. Therefore to test her understanding of colours, crayons and other handwriting materials are placed in the home-corner for her to use. Various painting activities indoors and outdoors, help to look at how colour is used and mixed together. In addition, floor games, whereby children have to land on colours, twisting and turning their bodies and limbs in different ways, is also a fun way of consolidating colour recognition, while also promoting their physical skills. Children are beginning to form letters correctly and are using their growing understanding of the sounds that letters make (phonics) to write simple words and their names. They recall stories and are able to name the characters, animals and objects on the page and relate these to their own experiences.

Being outside is a regular feature of the children's day, enabling them to use different equipment and wheeled toys to balance and develop their coordination. Staff recognise that children do not currently have any climbing equipment, although this is being addressed with the ongoing garden development. In the interim, children are taken to the local park where they can use the playground equipment. Children enjoy local walks, going on a bird watch or visiting the local shop to buy, 'Fish and Chips' their pet goldfish some food. They feed them and clean out their tank as necessary. This helps children to develop an understanding of the world and their responsibility in caring for living things. Children's physical development is promoted in numerous ways, such as playing musical chairs and statues, enthusiastically joining in action songs and rhymes or Bhangra dancing. They listen to a variety of music as they move their bodies in different ways and then gently stretch their limbs before relaxing. Babies have plenty of space to move around as they gradually become more mobile. Furniture is placed around the room so that they can pull themselves to standing and hold on as they learn to walk. Drawers with resources at their level encourage them to crawl over and see what is inside, helping to develop their curiosity. Family photographs are placed on the wall at their level. Staff sit and look at these and talk about who they can see with the children, helping to develop relationships.

The practitioners are gaining much confidence in delivering the educational programmes. At the beginning of each child's placement, staff talk to parents about their child's development and use this as a starting point to plan activities that reflect children's individual interests. Staff also use their own observations to assess what children can do, inform planning and identify the next steps in children's learning. However, staff are not

always thorough enough in making sure that activities and the observations undertaken reflect all of the learning potential for children. Despite this, children make rapid progress in relation to their starting points with many parents commenting that, 'my child is flourishing' or 'they are coming on leaps and bounds'. Parents have regular access to children's learning journals and can take these home to share with other family members if they choose. Staff also provide verbal feedback on a daily basis regarding children's progress, although they do not always support this with suggestions as to how parents can mirror their children's learning at home. All parents spoken to during the inspection and through analysis of their written feedback, speak positively about the quality of learning their children receive.

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

Staff form warm and close attachments with children through a successful key person system. They gather as much information as possible about the child in consultation with their parents so that children's individual needs can be met and continuity of care provided. Toys and resources that children like and enjoy, are carefully planned for, so that they feel welcome on arrival. For example, a familiar small world figure of a cartoon character was made available for a new starter during the course of the inspection, which he was able to carry around with him for the duration of the session. Routines are very flexible in the early stages as children adjust to their new environment and change. As a result, children feel safe and have trusting relationships with the staff. Parents are confident that their children are secure and well looked after in the nursery. The nursery settles new children in quickly so that they are ready and eager for learning. Those who joined only a few weeks before the inspection have made very good progress in understanding the daily routines. This means the transition from home to nursery runs smoothly. All the children display good attitudes to learning and enjoy the time they spend in the nursery.

Children are well behaved and follow the expectations and boundaries within the nursery. They automatically sit on the floor to remove their boots before coming inside to play. They learn how to share and help each other with various jobs and tasks. For example, several children sweep up after lunch, while another child holds the dustpan to scoop all the bits into. They help to give out plates and clear away the table when their friends have finished eating. Staff provide positive role models and show them what to do. Children are given lots of praise for doing things well, such as, 'good listening' and 'good sitting'. In addition, regular positive language by staff, such as 'fantastic' and 'brilliant', helps to promote children's confidence and self-esteem. Children's work and photographs are clearly evident around the room. Equality and diversity is securely promoted within the nursery, with a real focus on children's rights, so that each child is able to practice their own culture, religion and language. Staff support children in using a variety of communication strategies, including signing and obtaining familiar words in their home language where appropriate. This helps all children to express themselves and understand what is going on around them. Although there are no children with special educational needs and/or learning disabilities attending the nursery, two portable T-Loop systems are available to support children and parents with hearing impairments, should the need arise. This ensures that all children are included and feel a sense of belonging.

Children are quickly learning appropriate hygiene routines. They wash their hands before eating their meals and help with some tasks, such as cleaning up when required. For example, they help to wipe the table after lunch. Meals are carefully planned to ensure that they are nutritionally balanced and healthy. As a result, children eat a varied diet, which includes foods from around the world and is rich in fruit and vegetables. They sit together and older children serve themselves, for example, using tongs to serve their noodles and stir-fry. Drinks are readily accessible throughout the day, while babies are regularly provided with milk and water in line with parent's wishes. Children are shown how to use toys and equipment properly and to move around their environment in an appropriate manner. Safety is a regular topic of conversation as children consider various scenarios. They know that when water is spilt on the floor, they need to wipe it up so that they do not slip and fall over. This helps them in beginning to understand how to keep themselves safe.

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

Staff show a clear understanding of how to promote safeguarding. They have a good knowledge of the known indicators of abuse and procedures for reporting concerns. While staff work cohesively as a team, they demonstrate that this would not impact on their responsibility to report inappropriate behaviour shown by any of their colleagues. They are fully aware of the whistle-blowing procedures to voice their concerns in this instance. The manager provides good leadership on safeguarding matters, ensuring that it is consistently at the centre of all staff discussions, meetings and supervision sessions. The setting are fully aware of their responsibility to notify Ofsted of any changes in circumstances or serious incidences, should these occur. Vetting procedures ensure that qualifications, Disclosure and Barring Service checks and references are obtained for all staff working with the children so that their suitability is ascertained from the start. Risk assessments are undertaken which are thorough and regularly reviewed. This ensures that appropriate action is taken and potential harm to children is minimised. Staff take 'walkie talkies' with them while they are outside so that they can easily ask for any help and assistance if required. Access to the setting is closely monitored so that no-one is permitted entry, unless authorised to do so. Staff are effectively deployed at all times so that children are supervised well. This means that children's safety is carefully considered and appropriate policies and procedures are in place to promote this.

The manager has worked closely with the local authority to look closely at how observations, assessments and planning is completed by staff. She has undertaken supervision of staff, held staff meetings to discuss the delivery of the educational programmes and coached them, so that there is consistency in the teaching and learning provided. In-house discussions are programmed to focus on the Early Years Foundation Stage. Systems have been reviewed and revised several times so that more focus is placed on establishing children's likes and preferences and staff feel confident and comfortable with the whole observation, assessment and planning process. In addition, an audit has been carried out on the learning environment and as a result, changes have been made to the positioning of resources and equipment. For example, in the pre-school

room, the 'home-corner' has real furniture and equipment providing a homely feel and children make far better use of this area in general. The new arrangements have promoted more challenging and enjoyable activities for children to promote their learning and development. The system for identifying how this is tracked in terms of observations made and children's achievement assessed is now effectively in place.

The setting works closely with parents, the local authority and other early years' settings within the neighbourhood to share best practice and generally learn from each other. In addition, staff work closely with other professionals welcoming any suggestions and advice they provide. Regular discussions to reflect on what the setting does are clearly programmed into the daily and weekly routines. Room meetings, senior management meetings and staff meetings mean that a clear plan of action and focus for improvement is identified. Regular training, is seen as key to ensuring that the quality of the provision continues to improve. Staff are provided with regular opportunities to attend courses based on their interests, skills and to support their professional development. Information is shared and disseminated between all staff. This ensures that there is consistency in their approach to all aspects of children's well-being, learning and development so that children feel fully supported, safe and secure. Staff are very committed to providing the very best support for children by further developing their knowledge and skills.

The Childcare Register

The requirements for the compulsory 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	EY466871
Local authority	Walsall
Inspection number	967961
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	58
Name of provider	Maple Tree Nursery and Pre-School Ltd
Date of previous inspection	not applicable
Telephone number	07967041299

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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