

Elm Tree Nursery

Elm Tree Primary School, Ranworth Avenue, Lowestoft, NR33 9HN

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

- Children make good progress. They enjoy a wide variety of activities, which meet their individual learning needs and stimulate their interest.
- Staff teach children well. They ask and answer questions, which encourage children to think and develop their curiosity.
- Children develop good levels of independence. Snack time is particularly well organised and helps children to develop practical skills and learn to take turns.
- Good safeguarding practice means that children are safe and secure while at nursery and staff act quickly if they have any concerns about a child.

It is not yet outstanding because

- The outdoor area does not yet provide children with opportunities to explore and learn in all subject areas and an enclosed, quiet space is not available.

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 all areas of the nursery, including the garden.
- The inspector spoke to children, parents and staff about the nursery.
- The inspector reviewed documentation, including staff suitability checks and the complaints log.
- The inspector reviewed the range of activities available for children and observed staff teaching children.

Inspector

Jenny Howell

Full report

Information about the setting

Elm Tree Nursery was registered in 2013 and is on the Early Years Register. It is situated in a self-contained unit within Elm Tree Primary, in Lowestoft, Suffolk. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at a minimum of level 3. One member of staff is on an apprentice scheme. The nursery opens Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. A lunch club also operates from 11.45am until 12.15pm. Children attend for a variety of sessions. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- develop the outdoor area so that children can access learning opportunities in all subjects and provide smaller areas for children who wish to play quietly, or rest and relax, outside.

Inspection judgements

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

Children make good progress in all areas of learning because staff get to know children well. This means they can plan and provide activities which interest children and help them learn. Children access toys and equipment easily, so they are engaged in purposeful activity at all times. For example, large wooden building blocks are set out in the garden. Children choose to work together to build a bridge over the pathway and then enjoy balancing carefully to get across. Staff make accurate assessments of children's learning and development. They act quickly to provide additional support when they find that children are not making good progress. Individual education plans are written for children with additional needs, working in collaboration with parents and specialists, such as occupational therapists. Children who speak English as an additional language are also well supported. Some staff members use sign language to communicate with all children, and books and resources reflect the diversity of the local community. Good communication with parents means they are kept well informed about their children's achievement and progress. This includes informal chats at collection time and appointments at parents' evening. Children's learning records are available for parents to view at any time and parents views are included in planning for future learning.

Children move freely between indoors and outdoors. This means they have space to be imaginative, to rest and relax, to be messy and to exercise. Staff teach children through

both child-led and adult-led activities. At snack time, children learn new vocabulary as they talk about the bitter taste of lemon and the flavours of their favourite foods. While making music with saucepans, staff introduce musical instruments so that children can explore different sounds and learn simple nursery rhymes. Children are well prepared for school as they are gaining a wide range of skills to support their future learning. They develop an interest in books and reading through lively story times and free access to books, both indoors and outdoors. They are taught that marks can carry meaning as they practise early writing skills in sand, before starting to form letters using pencils and crayons. Children develop good levels of confidence and independence. They help to prepare and serve their own snack and drink, washing up their plates and bowls afterwards. Role play helps children develop confident communication skills, asking their friends what food they would like at the cafe, or acting out traditional children's stories.

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

Children settle quickly and form strong bonds with staff. Each child's key person visits them at home before they start nursery, helping to ensure there is a familiar person to provide support as children first start nursery. This also means staff can ensure children's individual needs are met from their first day. Children have space to rest and relax indoors, and can enjoy a cosy cuddle and a story with an adult if they feel upset or are in need of comfort. Staff are attentive to children's individual needs, for example, helping children who are potty training to use the toilet, and giving them praise and encouragement as they try. Children are emotionally well prepared for their transition to school. Children who stay for lunch are supported by nursery staff to eat in the main school hall. This helps them get used to the presence of older children and eating in a larger, busier environment. Visits from local teachers are welcomed and the children share a story time with the adjoining reception class on a regular basis.

Children's behaviour is good. They show consideration towards others as they pass the milk jug across the table at snack time, or help their friends look for a lost toy. Staff intervene sensitively when children need support. They use appropriate language to re-direct children's disruptive or unsafe play, into calm and purposeful activities. Children also manage turn taking well, understanding the need to let other children have a go on the bicycles once the sand timer has run out. Good use of the outdoor area means children have daily opportunities to exercise, talking about using their muscles to pedal the bicycles, or noticing that they get out of breath after running around. Children develop good self-care skills as they use the toilet independently and are encouraged to wash their hands and help themselves to tissues. The snacks provided by nursery are healthy and nutritious, giving children good opportunities to try different fruits and vegetables.

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

Clear and effective safeguarding procedures are in place and are understood by all staff. All staff are clear about the action to take should they have concerns about a child, or the conduct of another member of staff. All staff have undergone vetting checks, through the Disclosure and Barring Service and continue to have their practice monitored and reviewed

by both the owner and the manager of the nursery, to ensure their interactions with children meet a high standard. Staff keep their knowledge and understanding up to date through training, including in core areas, such as safeguarding, first aid and food hygiene. Daily records, such as attendance, accident and medication logs are correctly completed, with any relevant details being shared with parents when children are collected. Daily risk assessments are carried out and staff are vigilant at arrival and departure times, to ensure children are safe and secure at all times.

Senior managers involve all staff in reflecting upon the quality of teaching and learning for individual children. Self-evaluation accurately identifies areas for improvement. Staff have prioritised development of the newly opened garden area, as it does not yet support learning in all subjects, and does not provide a cosy, enclosed area for children who wish to play quietly in a smaller space. Good relationships with parents and other professionals involved with children, help ensure all relevant information is shared on a regular basis. Parents access a variety of information through newsletters and noticeboards, as well as daily chats with staff. Parents comment that they are very happy with the nursery, mentioning how happy and settled their children are, and also how well-informed they feel about their child's learning.

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	EY473432
Local authority	Suffolk
Inspection number	965931
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	45
Name of provider	Havers Development Ltd
Date of previous inspection	not applicable
Telephone number	01502562930

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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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