

Dalton Willow Tree Centre

Willow Tree Childrens Centre, Foljambe Drive, Dalton, ROTHERHAM, South Yorkshire, S65 4HQ

Inspection date

Previous inspection date

15/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Staff have sufficient knowledge of safeguarding policy and practice. As a result, children are well protected and safeguarded at all times.
- Children's communication and language skills are promoted because staff ask open-questions as they play which encourages them to talk about what they are doing.
- Staff are caring and show warmth when welcoming children into the nursery. Staff engage parents to ensure specific needs are known. Older children show that they are confident and at ease in their surroundings.

It is not yet good because

- Children's next steps are not always identified and planned for, to ensure their individual needs are met. Therefore, some children's interests are overlooked and progress is not maximised.
- Opportunities for children to continue with self-chosen learning activities are not always maximised, as some nursery routines take priority.
- The monitoring of staff's performance is not focused enough on their understanding of how to meet children's individual learning needs and interest on entry to the nursery. In addition, some staff's interaction with children is not focused enough on teaching and learning in order for children to make good rather than satisfactory progress.
- Children have no immediate key person with which to build and develop a strong relationship with.

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 nursery room and the outdoor playing areas.
- The inspector looked at children's assessment records and planning documentation.
- The inspector engaged the lead practitioner in a joint observation.
The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's self-evaluation form and development plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Thorpe

Full report

Information about the setting

Dalton Willow Tree Centre opened in 2014 and is registered on the Early Years Register. It operates from Willow Tree Children's Centre in the Dalton area of Rotherham, and is managed by Rotherham Metropolitan Borough Council. The nursery serves the immediate locality and also the surrounding areas. It operates from one room and there is an enclosed area available for outdoor play. The nursery employs four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 12 noon and 1pm to 4pm. Children attend for a variety of sessions. There are currently 28 children attending who are in the early years age group. The nursery provides funded early education for two-, and three-year-old children.

What the setting needs to do to improve further

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

- ensure that assessment is precise, monitored effectively and covers children's next steps in order to support children's quick progression
- ensure that children's self-led learning is appropriately supported, so that children are motivated to play and explore at their own rate and have opportunity to return to activities that interest them
- improve the key-person allocation system, so that new children who are less able to communicate their needs have a secure bond with a significant person in the setting immediately, who they can build and develop a relationship with over time.

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

- monitor staff performance to ensure that all staff have consistently high expectations of children and provide stimulating and exciting interactions and activities that support and challenge their individual interest and needs.

Inspection judgements

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

Staff have a sound knowledge and understanding of the seven areas of learning. Activities generally meet the needs of all children. The indoor environment is organised well and provides a broad range of resources that allow children the opportunity to select their own

play materials. Staff encourage children to join in with adult-led activities and offer guidance and support to introduce children to expressional language and numeracy skills. For example, children playing with dough are asked to feel the play dough and tell the staff member if it is 'warm or cold, soft or hard?' Children are supported in counting out five buns and they make the correct number of cherries to place on top of their cake. In addition, older children are asked 'do you know what colour it is?' As a result, children's personal social and emotional development is promoted as they develop confidence in expressing their thoughts in a small group. Children generally show that they are enjoying their time at nursery and the majority of time are occupied in activities. However, some of the new quieter children are less engaged and not fully involved in learning opportunities, they watch on from a distance, but are not actively encouraged to take part.

Children have access to a range of good quality books both indoors and outside. The older children show their enthusiasm for reading by selecting books and asking staff to read to them. Children join in with familiar stories, turn the pages and finish off sentences which they know well. The indoor and outdoor environment provides children with opportunity to see print, text and numerals to support their early understanding of literacy. As a result, most children are learning basic skills that will support them in their next stage of learning and move to school. Children accessing the nursery with lower starting points are being supported satisfactorily. This means that children are starting to catch up, albeit slowly. The outdoor area offers children a range of learning experiences that promote and develop children's skills in all areas of learning. However, staff are sometimes unaware of children's self-led activities and shorten these valuable learning experiences in order to follow nursery routines. As a result, children's opportunities to develop skills to promote their own learning of sustained shared thinking are restricted. The quality of teaching is variable across the nursery and this means that children are making satisfactory progress.

Parents are welcomed into the nursery and positive relationships are formed. The lead practitioner visits all children in their homes and parents are involved in providing a detailed description of children's starting points. Children have three settling-in sessions and parents are kept informed of how their child is adjusting to the new routine. This helps parents to relax knowing children are being supported in a caring environment. The overall progress of children is sufficiently monitored by the management team. The data available shows an increase in all areas of learning, from entry baseline. Although children are still below national average on leaving the setting. Staff carry out the progress check between the ages of two and three years. However, on occasion not all details are sought and used effectively to enhance the learning of individual children. Assessment is not always transferred to planning. Therefore, opportunities to maximise children's learning and next steps are sometimes missed.

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

Children that are well established with nursery routine enter the nursery with confidence. They are supported to be independent, as they are encouraged to take off their own coats and hang them on their coat peg. The learning environment is safe and welcoming. Staff make a point of warmly greeting new children and their parents. They show children the

activities that are available and ask the children what they would like to do. This promotes children's confidence and gives them a sense of belonging and value. As a result, children's move between the nursery and home is supported well. The key-person system is not established immediately giving children the freedom to build secure relationships with individuals of their choice. However, on occasion, this means that children's individual care is not fully tailored to meet their specific needs effectively on entry to the nursery. This means that some children who are less able to communicate their needs, are not always provided with good quality experiences that keep them motivated and engaged.

Staff demonstrate an appropriate understanding of safeguarding and welfare requirements. Children are generally developing a sense of personal safety within the setting. For example, children are adequately supported in taking safe risks when trying new activities. Children are instructed to walk across the balance beam, putting their arms out to balance themselves, and are told to jump down carefully at the end of the beam. Younger children are offered a helping hand when they also want to try out their balancing skills and are praised accordingly for their efforts. Children understand that they need to put toys away so they do not hurt themselves and learn to keep themselves safe. Detailed risk assessments are carried out to identify potential risks and minimise accidents or incidents. Consequently, children's safety is managed appropriately.

Staff are good role models in the nursery. They are consistent in their approach regarding children's understanding of being polite, turn taking and sharing. Consequently, children are learning important skills of working cooperatively with each other. Children are aware of other's needs, they understand when they do things that hurt or upset each other that there are consequences. As a result, children are developing emotional awareness that will support them for their move on to school. Staff regularly reinforce good behaviour and offer praise and encouragement to children. This raises their self-confidence and encourages positive behaviour. Staff encourage children's understanding of self-care skills. Children are expected to wash their hands before eating food and after visiting the toilet. Children that have accidents in the bathroom are dealt with sensitively and privately. This helps children to understand their own personal needs and develop independence and self-assurance. Older children eagerly show that they know the routine for snack time and help to get out the table cover. They independently select their own snack from a range of healthy options available. Staff talk to children about healthy diet and exercise relative to their age and as a result, children are beginning to understand the need for a varied diet.

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

The staff team generally have a good understanding of safeguarding and child protection. They have a wealth of documents available to support them when dealing with accidents, incidents or cause for concern. In addition, staff share information with parents on the home visit, including a written statement of the procedures to follow in relation to complaints. Staff attend safeguarding and child protection training and hold current paediatric first-aid certificates. Staff know how to report any possible signs of abuse and neglect, at the earliest opportunity to protect children in their care. Staff are confident in

the procedures to follow in the event of an allegation being made against a member of staff or manager of the nursery. In addition, they include the use of mobile phones and cameras, to protect children from their misuse. The management team follow the recruitment policies of Rotherham Metropolitan Borough Council. This helps to ensure that staff have the appropriate skills and qualifications, to fulfil the requirements of their role. All staff are subject to Disclosure and Barring Service checks before starting in their position, which helps to guarantee their suitability to work with children. Daily risk assessments are conducted of both the indoor and outdoor provision and the management team work closely with the Health and Safety Executive to ensure the premises are safe and secure.

The staff team at the nursery are newly established and the embedding of practice is still taking place. Monitoring of teaching and staff interactions with children are not yet established. However, there are plans to introduce peer observations to regulate and monitor the quality of teaching across the staff team. In addition, the management team have clear development plans in place and set challenging targets for improvement. All staff have early years qualifications at level 3. Staff have regular team meetings and are supported by highly qualified teaching staff, although staff meetings are not always sufficiently focused to improve the overall quality of teaching within the nursery. Regular supply staff are not routinely involved in planning meetings, therefore, not all staff are aware of individual children's interest and next steps. The monitoring and assessment of children's learning and development provides a broad overview of children's progress. Although the gap is closing, progress is slow.

The management team are aware of their leadership responsibilities and have a robust self-evaluation of the wider services on offer, including comments from parents and children. Partnership with local schools are established and help to support children's self-confidence when they move between the settings. Children visit the adjoining school over a six week period and teaching staff come to see the children in the nursery. Other schools are asked for photographs of the teachers and children make scrap books with pictures that are familiar to them. Partnership with parents is encouraged by the nursery and make a sound contribution to supporting children's well-being. This helps to promote the continuity of care and learning for children. Parents say they are happy with the information that has been shared about their children and they have been informed about policies and procedures.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475743
Local authority	Rotherham
Inspection number	966024
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	28
Name of provider	Rotherham Metropolitan Borough Council
Date of previous inspection	not applicable
Telephone number	01709 853395

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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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