

Yew Tree Nursery at Yew Tree Children's Centre

Berryford Road, Liverpool, L14 4ED

Inspection date	09/10/2014
Previous inspection date	05/02/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- A varied selection of equipment presented invitingly creates a developmentally appropriate learning environment. As a result, children are self-motivated learners.
- The policies for safeguarding are securely understood by staff at all levels. Staff are warm and welcoming, which establishes bonds quickly and children demonstrate a sense of belonging. This promotes the children's safety and well-being.
- Children benefit from a well-managed growing project that introduces them to a wide variety of fresh foods and helps to establish healthy eating habits.

It is not yet good because

- On occasions, some staff do not always handle information about some of the children in a manner that ensures confidentiality.
- Staff do not always involve parents in their children's learning on an ongoing basis and do not gather starting points about what they can do at home. The monitoring of children's progress is not yet securely embedded to cover all areas of learning.
- Monitoring of staff performance does not yet securely focus on improving the quality of teaching or ensuring activities are effectively planned to take into account children's interests or learning needs. Therefore, although, children are happy and content, they are not always learning at the highest level.

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 four playrooms, the piazza, outside learning environments and viewed equipment being used on the day of the inspection.
- The inspector interacted with children and spoke to staff and some of the parents at appropriate times throughout the inspection.
The inspector held meetings with the Chief Executive, two senior managers, one of whom is the nominated person for the organisation and the nursery manager. He also discussed the self-evaluation arrangements and plans for improvement.
- The inspector undertook a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector sampled a range of documents, including planning and assessment records.
- The inspector checked the arrangements for first-aid trained staff and their deployment to enable them to respond to emergencies quickly.

Inspector

Frank Kelly

Full report

Information about the setting

Yew Tree Nursery at Yew Tree Children's Centre was registered in 2009 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in the Dovecot area of Liverpool and is one of two nurseries managed by Sure Options Limited. It operates from a single storey building and children are cared for in five playrooms and all children share access to the piazza. There are two enclosed areas for children's outdoor play and a separate growing area. The nursery employs 16 members of childcare staff, of whom 15 hold appropriate early years qualifications. These include the manager, who has an early years foundation degree and 11 staff, who have a qualification at level 3. Three members of staff have a qualification at level 2. The nursery opens Monday to Friday, 51 weeks of the year, with the exception of bank holidays. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending, who 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, who speak English as an additional language.

What the setting needs to do to improve further

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

- involve parents in their children's learning by improving the exchange of information on entry and ensuring parents continue to be kept well informed about their child's progress and the ways children's ongoing learning are promoted
- ensure that the quality of teaching is improved by; supporting staff to strengthen and develop their assessment skills, so that the information gained can be used to plan for children's next steps in learning and provide children with experiences that build on their individual skills through activities, which include their interests and needs
- ensure that all staff's understanding of keeping information about children confidential is improved, in order to ensure that the arrangements for the managing of information complies with the Data Protection Act and reflects the guidance from the Information Commissioners Office.

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

- develop the current arrangements for supervision and appraisal of staff by adding more specific targets that clearly show staff what they need to do to improve, so that they can more effectively support children's well-being and learning
- extend methods for monitoring children's progress to include all areas of learning, so that plans can be put in place to address any identified gaps for specific groups of children.

Inspection judgements

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

Children enjoy their time at the nursery and for the most part, they are busy and engaged throughout their day. Overall, the quality of teaching is sound as staff understand the importance of play in the way children learn. Staff demonstrate a secure understanding of the connections different activities have to the different areas of learning. For example, they understand the developmental benefits that babies gain from singing action songs about a bus. Children's prime areas of learning are promoted as they use language as they sing, begin to develop social skills as they share experiences in a group and be physically active when they move their arms to represent the motion of the wheels. Staff plan activities for children each week based on their observations. Some are well-thought-out and effective, for example, responding to a child's emerging understanding of the

weather. Staff introduce a teddy bear and clothes to dress it in. The learning intention is clear and aims to extend the child's vocabulary and physical dexterity. It provides children with opportunities to learn in purposeful but fun ways. However, the quality of planning and teaching is not consistent across the nursery. The implementation of the planning is variable, which means that for some children, the activities are on occasions mundane or do not sufficiently challenge the child to make the best possible progress. For example, staff focus on children's colour recognition. Nevertheless, the playrooms are inviting and well resourced throughout all areas of the nursery. As a result, children access daily a range of free-play activities that cover aspects of all of the seven areas of learning. For example, older two-year-old children look at books and paint at the easel. The younger two-year-old children are supported to fix the railway track, dig in the sand tray and use collage materials, such as glitter and disposable cups to make spiders. Babies gleefully roll cars down the ramp of the garage and while outdoors, they scoop and slosh water full of soapy bubbles into containers and onto the floor. Pre-school children work together to build with a variety of large blocks on the raised platform.

Sound relationships with parents are fostered as they are invited to share information with staff about their children's needs during the initial settling-in period. There is a system for creating an overview of children's learning, based on the observations and assessments undertaken by the child's key person, during the first few weeks of attendance. This provides staff with a base-line assessment from which to identify children's initial starting points. It provides information for staff to use to identify how or what they need to do to support children's future learning. However, there is less focus on seeking information from parents about what their child already knows and can do, which means that the planning for children's future progress is less sharply focused. In addition, there is a tracking document for each child, so staff can regularly review to see if they are showing typical developmental for their age. This is not always updated with sufficient frequency or consistency by staff or used to identify gaps in specific aspects or areas of the individual child's learning. A progress check for children between the ages of two and three years is undertaken. This is one of the early intervention strategies in place and systems for close partnership working with the children's centre staff and other professionals have been established, should they require additional support.

Children show enthusiasm for their play and learning and on occasions, staff support their learning spontaneously as they play. For example, they encourage the children to count how many scoops of sand, which they put in the basket and to write and make marks in the 'mud kitchen'. Numbers and labels are displayed throughout the playrooms and outside, which helps children become familiar with print. A range of technology is available to use with the children, including a music player. Younger children have a selection of resources that allow them to explore how things work, such as pop-up toys and shape sorters. Tactile experiences, such as making patterns in shaving foam and forming models with malleable dough, help all children to develop their future writing skills. Children in pre-school learn to problem solve, recognise numbers and take turns as they work with an adult to fit together a giant jigsaw puzzle. Books and stories are read and shared. These activities help children to develop the skills and dispositions to be active learners and explorers. They provide a secure foundation to support children's next stage of learning and prepare them for school.

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

Children are settled and at ease in nursery, parents are engaged well on a daily basis with regard to their routines, likes and comforters. As a result, children enter happily, seek the company of staff and they are eager to play. Ongoing discussion allows children's developing independence to be supported with a consistent approach, such as agreeing strategies for implementing toilet training. Staff are pleasant and enthusiastic in their interactions with the children. They enjoy the children's company. Key words and pictorial prompts are used to support children, who speak English as an additional language. There is a sound system for supporting children as they move into the next room and onto school. Staff undertake regular visits with children, so they have a chance to meet their new key person and play with the children in their new room. Teachers from children's schools are invited into the nursery and information about their current interests and developmental progress are shared. Resources are reflective of the diversity of today's society and support children to gain an understanding of difference.

Children enjoy their opportunities to be active and enjoy fresh air daily. Children under two years have all-weather wetsuits, which allows those not yet walking, to remain dry and comfortable while exploring their outdoor world. There is a varied range of outdoor equipment that allows children be active. For example, pre-school children climb on the fixed activity stations, chase balls and build with crates. They take risks in a safe way as they master the muddy slope in their wellington boots and splash with delight in muddy puddles. Promoting and encouraging children to adopt healthy lifestyles is a priority. Meals are prepared by an external catering company and are based on healthy options, which include a wide range of vegetables and fruits. To complement this, a very well-established market garden has been created, within which children grow and harvest a wide range of seasonal vegetables and fruits throughout the year. These include tomatoes, courgettes, turnips, blackcurrants and provide other plants to enhance the children's senses. Brightly coloured flowers and fragrant plants, such as a curry plant, are interspersed in raised beds to add interest and foster the children's curiosity. Staff use the crops to encourage children to try new and less familiar foods. They make 'pink' soup from beetroot, which ignites their interest and entices them to try less familiar flavours and textures. Water is available and clearly visible in all rooms throughout the day, so children can seek or indicate when they want a drink to refresh themselves.

Staff further support children's personal and social development as they help them to understand about taking their turn. They encourage children to take turns when serving their meals. Pre-school children confidently take themselves to the bathroom and staff, when required, gently prompt them not to forget to wash their hands. These polite reminders act as good examples for the children to mirror. Consequently, children behave well and staff help them to understand the impact their actions may have on themselves and others. For example, they remind children not to rock on their chair and how it may hurt themselves or their friends.

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

The registered provider has met the actions and made some progress towards the recommendations set at the last inspection. Information about who has parental responsibility or legal contact for a child is now obtained and recorded at registration. Staff identify and include details of any equipment or resources they may need when planning activities for children, which helps them to undertake some of their planned activities more effectively. The management team works closely with the local authority to identify and undertake improvement and there is partnership working with other settings and parents in relation to promoting children's learning. The management team has also ensured that Ofsted has been informed of any significant changes with regard to the named person for the organisation and management of the nursery. In addition, they have met their legal responsibilities by notifying Ofsted of significant events, such as an incident relating to the security of the premises and children leaving the nursery garden unnoticed in July 2014 and an alleged breach of confidentiality in September 2014. Following the first notification, Ofsted conducted an unannounced visit and identified that at the time of the incident, staff-to-child ratios and qualifications requirements were not being met and that the staff were not deployed appropriately. As a result, children were not suitably supervised or kept safe. It was also found that following the event, the management team had taken some action to prevent a similar incident occurring. Following this visit, Ofsted issued a notice to improve in relation to risk assessments. In relation to the breach in confidentiality, although, it was found during this inspection that some action had been taken to prevent this occurring again, an action to further improve staff's understanding of maintaining and the appropriate sharing of children's information had been imposed. The management team have taken steps to improve the procedures for dealing with accidents, particularly in relation to those requiring hospital treatment. This includes improved procedures for the seeking of emergency services in the event of a serious accident and ensuring records of all accidents are shared with parents. In addition, a high proportion of the staff team have undertaken appropriate first-aid training. As a result, staff with relevant training to respond rapidly in an emergency situation are deployed in all rooms and during all times children are present. This includes when children are on outings. Revised staff rotas means that the nursery now meets and organises staff throughout the day, to meet the requirements of the Early Years Foundation Stage. Consequently, children are cared for by sufficient numbers of suitably qualified and experienced staff throughout their day.

Recruitment and selection of staff is reflective of current guidance and all staff are required to complete a relevant vetting procedure, including the completion of a Disclosure and Barring Service check. Records of such checks, along with copies of any relevant qualifications are retained. The arrangements for safeguarding and child protection reflect the expectations of the Local Safeguarding Children Board. To update staff's awareness of the procedures, the management have recently commissioned a training event, which all staff attended. Information about the steps to take to report any concerns or allegations are displayed throughout the nursery. Staff demonstrate that they fully understand and follow the whistle-blowing procedures. As a result, staff at all levels are able to demonstrate, through discussion, their secure understanding of these procedures to promote the safety and well-being of children. The premises are secure and access into the main nursery uses biometric finger recognition technology, which restricts access by unknown persons. The revised and improved staffing levels and risk assessments and regular checks during the day, means that the premises are kept secure and children are kept safe. Outdoor areas, including the access and egress from the

growing area, remains fully secure and children are suitably supervised at all times. Toys are well maintained and doors are fitted with finger guards to protect children's hands. Fire safety meets requirements with the detection system being checked by the Facilities Supervisor and extinguishers are serviced annually as required. Evacuation drills are undertaken with sufficient frequency to meet the fire officer's recommendations.

The staff team have a range of qualifications and experience and supervision and appraisal are beginning to be undertaken. However, this is still in its infancy and does not yet securely focus on the improvement of skills and the quality of teaching. This, along with the arrangements for monitoring the ways children's learning are assessed, impacts on the quality of learning for them.

Parental and wider partnerships are secure due to the staff's commitment to engage and share information. Staff provide a range of information in a variety of ways. Information about activities, policies, procedures, the staff, their roles and children's key persons are displayed throughout the nursery. Parents speak highly of the care they feel their children receive and staff's welcoming approach. Strong partnerships with the children's centre staff and other related professionals are valued. Such partnerships act as additional sources of support for children, so that their unique needs are recognised and met.

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. 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	EY393224
Local authority	Liverpool
Inspection number	870882
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	54
Number of children on roll	102
Name of provider	Sure Options Ltd
Date of previous inspection	05/02/2010
Telephone number	01512 204 455

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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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