

Quince Tree Day Nursery

Quince Tree Day Nursery, Quince Tree Close, SOUTH OCKENDON, Essex, RM15 6NL

Inspection date	26/11/2014
Previous inspection date	06/07/2010

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

- Babies and children form close and affectionate attachments to key persons and other staff. They settle well, make friends, and their behaviour is good.
- Staff provide an interesting and varied range of activities and experiences. They effectively extend and enhance children's activities and encourage them to explore and investigate. As a result, children make good progress in their learning.
- Staff make sure that children are well protected from harm. They demonstrate a robust understanding of their responsibilities with regard to safeguarding and ensure their knowledge is up to date by attending regular training courses.
- Staff work in partnership with parents to ensure they are fully involved in their children's learning and development. They work closely with parents and other professionals to ensure that all children, including those with special educational needs and/or disabilities, continue to make good progress.

It is not yet outstanding because

- Children who learn best outdoors have fewer opportunities to enjoy fresh air and exercise during wet and damp weather, as the garden areas are less accessible at this time.
- Although staff support children who are learning to speak English as an additional language well by using sign language and individual support, they occasionally lose concentration during group activities when they become distracted.

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 voluntary and compulsory parts 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 indoor and outdoor learning environments.
- The inspector spoke with members of the management team, a visiting professional, other staff and children.
- The inspector carried out a joint observation with the acting manager.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of documents, including policies and procedures, staff suitability records and qualifications, risk assessments and children's progress records.

Inspector

Jenny Forbes

Full report

Information about the setting

Quince Tree Day Nursery was registered in 2006 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a single storey building in South Ockendon, Essex. There is an enclosed area for outdoor play. The nursery opens Monday to Friday, from 7.30am until 7pm, all year round, except for bank holidays and a week at Christmas. There are currently 71 children on roll who are in the early years age group. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 14 members of childcare staff, including the manager. All hold appropriate early years qualifications. Six members of staff hold qualifications at level 2, five staff at level 3 and two staff at level 4. One member is unqualified. The nursery also employs a cook. The nursery cares for children who speak English as an additional language and those 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:

- increase children's access to fresh air and exercise and provide opportunities for them to continue their learning outdoors during all the seasons of the year
- enhance the good practice with children who are learning to speak English as an additional language and maintain their concentration in group activities by avoiding distractions.

Inspection judgements

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

Staff fully understand how to promote the learning and development of babies and children. The quality of teaching is good and consistent throughout the nursery. Staff provide an interesting and exciting range of activities and experiences for children that promotes exploration and provides effective challenge. Children thoroughly enjoy the activities provided, which motivate them to learn. Staff monitor children's progress using clear observations and assessments. They use these, together with information gathered from parents, to identify the next steps in children's learning. Parents meet with staff frequently to discuss their children's progress. Staff plan activities and experiences to support children's progress in all areas of learning taking into account their next steps in learning, interests, likes and dislikes. Children with special educational needs and/or disabilities receive effective care and individual support. Staff quickly identify any gaps in their learning and obtain swift intervention and support for them, through strong partnerships with parents and other professionals. Staff work closely with parents and

other professionals to agree action plans and focused activities to help children develop.

Staff track children's developmental progress by comparing their assessments to developmental guidelines. They monitor children's communication and language development through using the Every Child a Talker programme. Staff use these methods to help them to identify any gaps in children's learning. This supports their planning and ensures that all children make good progress. Babies and children learn to communicate through a variety of ways, including sign language, which is taught by the staff. The pre-school children use appropriate signing as they identify colours and shapes while they sit in a group. Staff promote children's development of language and communication well by encouraging them to participate in group activities throughout the day. For example, a staff member takes objects from a bag and asks children to name them and describe the different characteristics of the objects to the group. This type of activity supports children's confidence in speaking in a group environment and promotes thinking. However, children who are learning to speak English as an additional language very occasionally lose concentration at this time when they become distracted by other things in the room.

There is a good balance between adult-led and child-initiated play. Staff encourage children to take the lead in their play and choose their own resources. Staff extend activities by encouraging the children to explore and investigate, which enhances their learning. For example, when children ask for different coloured paint during a painting activity, staff suggest they mix their own paints to make the colours they wanted to use. As a result, children become engrossed and excited as they experiment and make discoveries about the properties of the paint. Children develop their physical skills well when they play on the outdoor equipment, which strengthens their large muscles. They engage in creative activities and practise holding a pencil or brush to draw or paint. Older children learn to recognise numbers and letters and to write simple words. This helps them to be ready for school and the next stage in their learning.

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

Staff are good role models for children. They are kind and affectionate. They ensure that babies and children develop close attachments to their key persons and other staff. This helps children to feel confident and secure. Staff have secure strategies in place to manage children's behaviour. Children's behaviour is good in the nursery and any negative behaviour is managed calmly and with patience. Staff use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Staff provide a welcoming environment by displaying children's work and photographs of their families. This helps children to feel secure within the nursery and gives them a sense of belonging. Play resources are of good quality and are easily accessible to all children. Children have opportunities to learn about the world around them as staff help them to acknowledge various festivals. Children explore a good range of interesting resources that show positive images of people from a variety of backgrounds.

Babies and children have the opportunity of playing outside every day. However, the outside area is not used to its full advantage during the colder and wetter months of the

year. This means that children do not have free access to fresh air and exercise at these times, which limits the experience of those children who learn best outdoors. The nursery cook provides healthy and nutritious freshly cooked meals at lunchtime for children. Staff provide children with fresh fruit and vegetables every day, which helps them to learn how to eat healthily. Children experience a social learning environment at mealtimes and they learn independence as they serve their own food. Parents are involved in deciding the menus and this ensures that any children with allergies or dietary preferences receive food that is suitable for them. Children manage their own personal care needs according to their age and stage of development. They learn the importance of washing their hands before eating, and clean their teeth afterwards.

Children are safe in the nursery as staff carry out thorough risk assessments in all parts of the premises. Security is good and the nursery operates a fingerprint system of entry to ensure only those with authorised access can enter. Closed circuit television monitors the external parts of the nursery to keep it safe from intruders. Staff check the identity of any visitors to the nursery and monitor their attendance. Staff supervise children well, and the ratio of staff to children is high. Children are always within sight and hearing of staff in all areas of the nursery. Children learn to keep themselves safe as they move around the nursery and use the equipment in the garden. They know the rules and boundaries because staff have carefully explained these to them. Staff support children well when it is time for them to move to another setting or school as they help them to become familiar with their new environment. They welcome teachers from local primary schools into the nursery and celebrate children's achievements. Staff help children to feel confident, capable and ready to face the next big step in their learning.

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

All staff have a secure understanding of the requirements of the Early Years Foundation Stage. They are appropriately qualified and their continuous professional development is encouraged by the management team. The management team ensure the smooth and efficient running of the nursery. They ensure that all staff and parents are aware of the nursery's policies, which they regularly review and update. There is a clear safeguarding policy that contains information on the procedures to be followed should there be an allegation made against staff. There is a strict policy on the use of mobile telephones and cameras, to ensure staff protect children. There is a clear whistle-blowing policy to ensure staff feel confident to address any concerns should they arise. Staff have a secure understanding of child protection procedures and know what to do if they have concerns about a child's well-being. Children are effectively protected because staff undertake regular safeguarding training.

Recruitment procedures are robust and all staff and students are subject to Disclosure and Barring Service checks to ensure they are suitable to work with children. The manager maintains effective ratios of staff to ensure children's safety. The management team support the staff well and monitor their practice. They monitor the effectiveness of the educational programmes by observing the children. They make spot checks to see how

planning and practice support individual children's development and they analyse the results of their monitoring systems. The management team regularly meet with staff regularly to discuss policies, planning and training. The staff team have successfully completed a quality assurance programme that has helped them to strengthen their practice. Staff work well as a team and support each other's self-esteem by displaying positive feedback notes praising their individual contributions.

The owner of the nursery, staff, parents and children are all involved in the self-evaluation process. Parents speak very highly of the quality of teaching and learning the staff provide. They say staff are kind and attentive and understand their children's needs well. The management team welcome all feedback and quickly respond to suggestions for improvements. They have ensured that they have addressed all recommendations from previous inspections and this has made a good contribution to the improvements already undertaken. They take action on targets set by the local authority and they have clear ideas for the future development of the nursery. The management team and staff work closely with teachers from local primary schools, and specialist schools, to provide additional opportunities and resources for children, particularly those with special educational needs and/or disabilities. These good partnerships help children to develop in confidence and ensure they make good progress. Staff arrange visits to local schools, and receive visits from teachers to ensure that all children are ready for the move to school and continue to succeed in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary 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	EY339858
Local authority	Thurrock
Inspection number	862835
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	71
Name of provider	Quince Tree Day Nursery Ltd
Date of previous inspection	06/07/2010
Telephone number	01708858989

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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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