

# Youngsteps Nursery Treetots

Field View, Freckleton Road, Kirkham, Preston, PR4 3RB



## Inspection date

Previous inspection date

20 February 2015

14 June 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- The nursery is in breach of regulatory requirements. The current arrangements for recruitment and completing Disclosure and Barring Service checks, lacks sufficient rigour to fully assure children's safety.
- Leaders do not monitor the practice sufficiently to ensure that children's learning is comprehensively planned for. In addition, they do not ensure that all records for the safe management of the provision are retained and available at all times.
- Activity planning for children's individual next steps in learning is often focused on just one aspect of learning. This means staff do not always provide a good level of challenge and fully extend children's learning through more exciting and purposeful play.

### It has the following strengths

- Children benefit from their easy access to a wide range of equipment, which provides a secure base for their learning across all seven areas of learning. This encourages them to be independent and exploratory learners.
- Staff are adept at supporting children's behaviour. Simple but effective strategies help children learn about turn taking, sharing experiences and fairness.
- Parents are happy with the service provided for their children and receive a wide range of information about the nursery through displays and other documentation.
- Children enjoy lots of opportunities to develop their physical agility in the outdoor play area.

## **What the setting needs to do to improve further**

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

- ensure that there are effective systems in place to ensure adults caring for children have been rigorously vetted and checked; keep accurate records and include evidence of any additional checks undertaken, especially when accepting an existing Disclosure and Barring Service check that has been completed by another organisation
- improve the quality of teaching by supporting staff to strengthen their understanding of the interconnectivity of the areas of learning; so that information gained from observations and parents, about children's abilities, can be used to plan richer learning experiences to promote their next steps in learning.

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

- extend the methods for monitoring the staff's implementation of the planning and assessments for children's progress, and include plans to improve the quality of teaching, so that children consistently receive rich and challenging learning experiences.

### **To meet the requirements of the Childcare Register the provider must:**

- ensure there are effective systems in place to ensure that those caring for, or in regular contact with, children are suitable, and include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure there are effective systems in place to ensure that those caring for, or in regular contact with, children are suitable, and include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register).

## **Inspection activities**

- The inspector observed activities in the four playrooms, the 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 owner and the nursery manager.
- The inspector undertook a joint observation with the manager.
- The inspector checked evidence of the suitability and qualifications of staff working with children. He also looked at children's records, planning documentation and a range of other regulatory documentation and policies and procedures.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

### **Inspector**

Frank Kelly

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff have a secure understanding about how children learn through their play, which is reflected in the thoughtfully organised playrooms. Children have access to lots of toys and activities, which stimulate their curiosity. As a result, they are busy and confident learners who freely practise what they already know and eagerly test what they can do differently. For example, toddlers make repeated marks with chunky pens, and babies make patterns in the play dough. Outside, the children in the older age ranges splash paint at paper and with staff support, the children organise tyres to create a tunnel to crawl through. Tracking of children's progress is undertaken with sufficient frequency for children to make secure progress and gain the basic skills they need for school. Staff complete a progress check for children aged between two and three years. The management plan to review how this is undertaken to improve its effectiveness further. Staff plan a range of activities to support children to develop. However, staff do not always consider the interconnectivity of the areas of learning and often focus solely on one planned learning intention. As a result, activities planned are often mundane and staff do not consider the potential for wider learning. For instance, they do not use role play situations to also support children's sorting and matching skills. Nevertheless, children are supported appropriately as they play. For example, staff introduce new vocabulary, such as 'delicious' and they encourage babies to look at themselves in the mirror and blow 'raspberries'. This helps children's early communication and speaking skills. Staff count with the children and introduce mathematical language as they play on the slide. Children enjoy seeking their name card when they arrive and looking at books, listening to stories and singing songs. They learn to persevere with puzzles, which helps their problem solving skills.

### **The contribution of the early years provision to the well-being of children is inadequate**

Enthusiastic and welcoming adults help the children to feel safe and the key-person system helps establish secure bonds. However, while children feel secure and at ease, their overall well-being is compromised by the current arrangements for the vetting of staff. Children's specific dietary needs are met well. A cook prepares a range of healthy meals and snacks, including suitable alternatives, such as garlic bread using non-dairy spreads. Children's health is promoted, as they enjoy fun and challenging outdoor play experiences and plenty of exercise. Their sense of daring in a safe manner is promoted as they confidently negotiate the slope while using their tricycles and scooters. Children behave well and are developing good social skills. Staff help them well to understand the impact they have on their friends. For example, when a dispute arises between a group of children, staff encourage them to be kind to each other and all join in a game. They encourage the children to enter into a climbing challenge. Children eagerly clamber up the activity station steps and gleefully race down the slides. Discussions about fairness and following the rules help them to learn in meaningful contexts.

**The effectiveness of the leadership and management of the early years provision is inadequate**

The management fulfils most of their responsibilities to meet the requirements of the Early Years Foundation Stage. Children are cared for by a sufficient number of suitably qualified and experienced adults, who are deployed appropriately to meet children's needs during their day. The owner demonstrates that she has a procedure for the recruitment and selection of staff. However, in practise, it is not always implemented robustly so it does not fully protect children. In particular, there is inconsistency with the retention of evidence regarding how the suitability checks have been completed and the records relating to Disclosure and Barring Service checks. There is also a lack of additional checks undertaken and the records retained when accepting existing checks completed by other organisations. Procedures for reporting allegations and child protection concerns are securely known by staff throughout the nursery. Policies reflect the requirements of the Local Safeguarding Children Board. The premises are well maintained and kept secure, and children are supervised at all times. Procedures for working with other professionals to support children's unique learning and development needs have been soundly formed.

## Setting details

<b>Unique reference number</b>	EY360154
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1005896
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	90
<b>Number of children on roll</b>	191
<b>Name of provider</b>	Tree Tots Nursery Limited
<b>Date of previous inspection</b>	14 June 2011
<b>Telephone number</b>	01772 673600

Youngsteps Nursery Treetots was registered in 2007. The nursery employs 27 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 2, 3, 4, or 6 including two with Early Years Professional status. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round, with the exception of a week at Christmas and public holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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