

# Learning Tree Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	253038
<b>Inspection date</b>	14/06/2011
<b>Inspector</b>	Judith Rayner
<b>Setting address</b>	10 Alfreton Road, Sutton-in-Ashfield, Nottinghamshire, NG17 1FW
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Learning Tree Day Nursery is part of the chain of Rocking Horse Nurseries Ltd. The nursery has been registered since 1997. It operates from a converted house offering six rooms where children are cared for. It is situated on a main road into Sutton-in-Ashfield, near Mansfield, north Nottinghamshire. There is easy access to all local amenities. Play outside consists of two separate areas, one which is partly covered with an all-weather surface, both of which are fully enclosed and secure. Inside, children are grouped according to ability or age. There is ample car parking facilities available. The nursery serves the local community and surrounding area where children attend various sessions and times throughout the week.

The nursery opens Monday to Friday, between the hours of 7.30am and 6pm all year round except bank holidays. A maximum of 70 children may attend the nursery at any one time. There are currently 82 children on roll, of whom 77 are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and the Voluntary and Compulsory parts of the Childcare Register. Children also attend the before and after school club. The nursery has systems in place to support children with learning difficulties and/or disabilities and any children who speak English as an additional language. The nursery employs 15 members of staff, with most holding a recognised childcare qualification. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because the staff provide good opportunities and experiences which are tailored to meet their individual needs. Partnerships with parents work extremely well, ensuring that information is exchanged regularly and are kept up-to-date with their child's progress. The safety of children is very effective. The nursery staff create a welcoming environment where children are very safe and access a good range of toys and resources. Robust records, policies and procedures ensure that the service to children and their family is effective. The setting implements an effective system of reflective practice and inclusion to improve the outcomes for children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the opportunities for children to use their skills in critical thinking and independence.

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

The safeguarding of children is excellent. Staff vigilantly ensure children are safeguarded because they fully understand their roles and responsibilities to protect children. They are all very clear of the procedures they need to undertake should they have any concerns regarding any of the children in their care. Very clearly written policies and procedures which are shared with parents from the start highlight the practice and effective monitoring of all children. Children feel safe because of the very effective systems in place. Thorough and robust risk assessments are undertaken supported by visual checks throughout the day and staff offer continual supervision throughout all activities, whether sleeping or climbing on outdoor apparatus. These are also reviewed and checked on a monthly basis to highlight any significant patterns and safety issues to ensure action, if necessary, is taken to further protect children. This successful practice enables children to move freely and explore safely. Extremely robust, detailed and thorough records further support the ongoing service to the children and families, which give staff very clear guidance on how children are cared for whilst adhering to the welfare requirements. Rigorous recruitment procedures ensure that all adults working with children are suitable to do so.

The setting promotes a welcoming and child orientated environment as colourful displays of children's art work and childcare information is displayed around the setting. A good range of clearly labelled toys and resources are placed in easily accessible low-level shelving, boxes and/or are free standing which enables children's independence and decision making skills to develop effectively. The organisation of the staff team works very well. More experienced staff are good role models which, deployed effectively, ensures that the less experienced staff are supported well. The whole staff team work very well together and are lead by a manager who is highly motivated and committed to improving the outcomes for children. The good system in place for reflecting on practice ensures that the setting makes continuous improvement. The recommendation made at the last inspection has been fully addressed and children now have improved opportunities to learn about healthy eating through topic work, resources and activities, such as, food tasting and growing herbs. The outdoor play area has significantly improved which now provides children with a very safe surface to play on in all weathers. The car park has also been improved providing a welcoming entrance to the setting for all visitors, families and children.

There is a good key person system in place to ensure all children receive equal care and attention. Staff are very knowledgeable of the children in their care and all children are treated with equal concern. Staff successfully meet each child's needs, welfare and development and fully understand the importance of an effective working partnership with all those involved in the care of the child. Great emphasis is placed on inclusion. There are excellent systems in place to support children with special educational needs or whose first language is not English, such as, activities are adapted and successfully tailored to individual children's needs with very positive partnership with other networks involved with the child. There is a very good range of activities, toys and resources which support children in their

awareness to diversity, similarities and differences. Children have regular sessions in French and participate in yoga classes. Staff are proactive in encouraging parents to be actively involved in the setting, utilising their skills to raise children's awareness to diversity such as bringing in clothing from their own cultures and family pets.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy, settled and are making good progress in their learning and development. They have a good attitude to learning. Children's particular interests are built upon through staff planning play to enhance their learning and development whilst having fun. Staff have a good understanding of child development and successfully implement the Early Years Foundation Stage into their practice. When children first start the key person talks to parents to gather useful information about their child. This is achieved through verbal discussions supported by written documentation. This then enables the key person to build on this as a starting point for each child's level of development. Observations are regularly undertaken and records completed detailing what the child has achieved and what they need to do to progress further. There is a good balance child-orientated play and adult-led activities both inside and outdoors.

Children are confident and enjoy exploring both inside and outside. Their self-esteem and behaviour is good. Children play in various ways according to their age and development and happily engage in activities with the staff. Children eagerly explore whether it is the babies toddling between activities or older children experimenting with programmable toys and computers. Children are familiar with routines and expectations and play very harmoniously together. Their language skills are developing well because staff talk to children introducing new words as well as consolidating what they have learnt. Children enjoy looking at books and are actively involved in stories read by staff. However, some aspects of children's critical thinking are not promoted fully to encourage children to think for themselves and solve problems. The imaginative skills of children are good, such as, pretending to play with hair and create styles whilst on the telephone to a pretend parent explaining where they will meet up later. Babies explore with shakers. They hold the recycled bottles and shake them up and down creating a range of differing sounds. Others learn about differing textures, such as, cornflour as they are happy to let the consistency trickle and dribble over their hands. Older children explore with texture painting, sticking and accessing the water and sand, both inside and outdoors. Children learn about their spatial awareness and confidently move between areas without bumping into their peers or objects and sit well on the carpet when listening and engaging with stories. Their large muscle skills are developing well.

Staff actively promote the importance of personal hygiene with children, such as, children know to wash their hands before and after eating, after using the toilet or having had their nappy changed and after messy play. Effective nappy changing procedures, together with staff being good role models, reinforces positive practice

to prevent the spread of infection, such as, regular wiping of children's noses and disposing of the tissues appropriately. Menus are healthy and fully address any individual dietary needs. Clear communication is relayed between parents, staff and the cook to ensure these requirements are fully respected. Lunch time is a social occasion which also supports most children's independence skills. Children thoroughly enjoy being outside in the fresh air whilst exercising and enhancing their all-round development in all types of weather due to the new all weather surface being provided. Children's awareness to their own personal safety is developing very well. They regularly participate in fire drills so they know what to do should they need to leave the setting and older children help tidy up to ensure others do not trip over the toys. Children visit the local community from a young age, such as, the shops, market and library. The nursery makes every effort for children to spend constructive time during their transition periods between the nursery and settling in to school with supporting photographs and written information to help children settle quickly. To help children develop the skills they will need for the future, they are provided with programmable toys, such as, toy word computers, computer games and shopping tills. They use numbers in everyday activities, such as, counting the animals in the book and cups for drinks, as well as counting the coins from the shopping till. Some children also count to nine in French. All in all, the nursery provides activities, maintains routines and implements resources to help children make a positive contribution and develop skills that will contribute to their future economic well-being.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met