

Learning Tree Nursery

200 Kirkby Road, Sutton-in-Ashfield, Nottinghamshire, NG17 1GP

Inspection date	24/04/2013
Previous inspection date	25/02/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are supported sensitively during transitional times in their learning. The key person and practitioners communicate effectively with parents, other practitioners and teachers to identify and plan appropriate activities to help children settle and move on to their next stage in learning.
- Children are making good progress in their learning and development. They particularly enjoy outdoor play. They show great independence and interest as they explore and investigate the attractively presented and enticing activities provided by practitioners.
- Effective leadership and the management team ensure the quality of service provided for children and their families is of a good standard because they are enthusiastic and are good role models for practitioners to follow.

It is not yet outstanding because

- Practitioners do not always maximise the already good opportunities for children whose home language is other than English, to use that language by, for example, supplying a range of resources, which include tape recordings and some stories.
- On occasions, some staff in the pre-school room do not always make the best use of props to sustain children's interest during story time to develop their very good listening and interactive skills.

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 spoke with the manager, group manager, practitioners, undertook a joint observation with the manager and interacted with children at appropriate times throughout the inspection in the nursery rooms and outside.
- The inspector took account of the views of parents as discussed with them during the inspection.
- The inspector sampled a selection of documentation including the nursery's self-evaluation document, children's learning journeys, records, planning documentation and written policies.

Inspector

Judith Rayner

Full Report

Information about the setting

The Learning Tree Nursery was registered in 2000. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in the Sutton-in-Ashfield area of Nottinghamshire. It is one of seven nurseries and is family owned. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 4, five have qualifications at level 3 and five have qualifications at level 2. The senior management team have qualifications at level 4 and level 5 and the owner holds Early Years Professional Status and also Qualified Teacher Status. The nursery opens Monday to Friday all year round and only closes during bank holidays. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 73 children attending who are in the early years age group. Five children attend who are older. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children 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:

- enhance the already good opportunities for children whose home language is other than English, to use that language by, for example, providing resources, such as tape recordings and some stories in other languages

- use puppets and other props to encourage children to listen, engage and sustain their interest when reading a familiar story book.

Inspection judgements

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

Babies are sensitively supported in their sensory and exploratory play. Practitioners sit with them on the floor using soft tones and warm facial expressions to communicate with them. They hold mirrors for babies to see themselves in, smiling and clapping when babies respond to their reflection. Various sized coloured balls are introduced where more able babies roll and attempt to throw them while making babbling sounds, demonstrating their enjoyment. They move around the room with ease as they try to find their chosen

ball. Children's language and communication skills are well promoted. Older children in the pre-school room choose their favourite story to be read. They sit well in a larger group to start with. However, because practitioners do not always use props to engage children, they begin to waiver in their listening skills as they become less interested as the story unfolds. Key words in home languages help children with English as an additional language to feel fully included. However, practitioners do not always maximise the already good opportunities for children to enhance their language further because there are fewer resources to support this, such as tapes and some story books in dual languages. Words and letters displayed around the nursery help children recognise that print has meaning. Furthermore, practitioners ask open-ended questions and provide appropriate time for children to respond so their language skills are developing well.

Outdoor play is wonderful. Children are absorbed, engaged, excited and motivated in their play. They explore the good range of activities which provide them with copious amounts of challenge and interest. The corn flour is a great hit with the children. They pat, mould and make finger marks while enhancing their sensory skills. They play cooperatively and take turns with their friends. They extend their own play by adding water and using their feet to make marks. Practitioners embrace their interests by involving themselves with enthusiasm too. Children chase their friends and key person around trying to mark them with the corn flour, squealing with excitement while having fun. Children use construction to build towers, counting to 20 and beyond. They show good levels of concentration describing the colours and talking about differing heights of the towers they have constructed. Painting, sand and water provide children with good opportunities to experiment with creative and messy activities. They demonstrate their eagerness to have a go at filling, tipping and pouring. They freely express themselves using paint brushes and water on the floor and using paper as they create marks and pictures. Low-level climbing apparatus provides children with appropriate challenges when using their large muscle skills. They climb through holes, up steps and glide down slides with confidence. Younger children are given appropriate support from practitioners enabling them to participate in all the activities presented, thus, creating a busy and inclusive environment.

Practitioners have a good understanding of how children learn through play and effectively implement activities to support children's individual learning and development. Information is carefully gathered from parents before the child starts, enabling practitioners to plan activities pertinent for individual children. Children's progress is successfully tracked by practitioners who are implementing the Statutory Framework for the Early Years Foundation Stage into their practice. They complete spontaneous observations and planned activities, which are then assessed using the document 'Development Matters in the Early Years Foundation Stage'. These assessments identify how well each child is progressing. Activities are then flexibly planned to support children in their next steps of learning while incorporating children's individual interests. There is a good balance of child-initiated and adult-led play, which supports children to achieve and make good progress while playing both inside and outdoors.

Parents are supported well in helping them understand how well their children are progressing in their learning and development. Practitioners regularly share information and ideas to also help them continue supporting their child's learning at home. Information is exchanged regularly between parents and practitioners, enabling all those

involved to successfully meet the changing learning and care needs of each child. Furthermore, practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, more structured activities, such as encouraging children to contribute their play ideas, which are then recorded on a planning sheet. This helps children feel valued and enhances their confidence to speak out in a larger group of children.

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

Practitioners create a welcoming, safe, clean and stimulating environment for children. Toys, resources and activities are attractively presented and accessible for all children, appropriate for their age and ability. For example, practitioners attractively present interesting and enticing activities outside, which children independently explore with excitement and enthusiasm. Inside, practitioners in the baby room place treasure baskets on the carpet. These are filled with various sensory objects so that babies can easily reach out and touch them as they too explore independently. Practitioners work sensitively with children who require extra support, such as children who have English as a second language or who have special educational needs and/or disabilities. Parents are encouraged to contribute to their child's support, such as sharing key and familiar words in their child's home language, which practitioners use well to communicate with children. This is supported by signs and symbols to ensure all children are included.

The key person system works effectively, ensuring all children's needs are quickly identified and met. Practitioners value parents' input from initial discussions as this helps them prepare and plan play and routines that children are familiar with. They work closely with parents keeping them up-to-date with any changes and their child's progress. As a result, children settle quickly from the time they start at the nursery and during transitional times between rooms. Practitioners also work closely with parents and teachers in preparing children to be ready for their move on to school. For example, practitioners visit the new school the child will be attending and invite teachers to reciprocate by visiting the nursery. This secures attachments to help children feel safe in their new environment. Children are forming warm and secure attachments with practitioners; they are happy and engaged in their play. Children settle on arrival to the nursery because the practitioners are warm and welcoming. For example, practitioners work hard and are very sensitive, helping all children settle as they leave their parents for the first time. Young children are offered reassurance from practitioners by play, cuddles and speaking in soft tones. They are encouraged to make independent choices in their play and given appropriate amounts of time pertinent to their individual needs to settle into the routines. Children's behaviour is good and their self-esteem is high. This is because practitioners are good role models, they praise and encourage children's achievements and maintain and promote clear and consistent messages to children. As a result, children feel secure and happy.

Practitioners effectively oversee children's toileting and self-care routines. For example, children learn that regular hand washing routines help stop germs from spreading and making them poorly. Furthermore, effective nappy changing routines and cleaning rotas completed by practitioners are robust to minimise the spread of infection, creating a clean

and well-maintained environment for children. Children also learn about keeping safe. Children regularly participate in emergency evacuation drills to help them learn what to do to keep safe should they need to leave the nursery quickly. Practitioners value the importance of helping children keep fit and healthy. They plan play to incorporate time outside every day where children run around in the fresh air while exercising and having fun.

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

The senior management team and the manager of the setting demonstrate their enthusiasm and motivation to continue to make improvements which benefit children. They are highly committed to leading a strong practitioner team. The consistency of the practitioner team provides a robust and well-embedded workforce who work very well together. Managers effectively oversee practitioner performances through various ways, such as team meetings, regular supervision and appraisals of the whole team. Educational programmes are closely monitored to ensure children are provided with a varied and challenging range of activities and experiences in the indoor and outdoor environment. The manager is an effective leader and a good role model who skilfully motivates practitioners. For example, she spends time in each room to monitor, observe and assess practitioners' performance. This enables her to check how well practitioners are performing and identify any training needs. Self-evaluation is effective. Parents' and children's views are actively sought to support practitioners in continually making improvements. For example, practitioners talk to children about what they like to play with and what new toys they would like to try. Managers then review them and, if appropriate, implement changes to their practice to benefit children.

Practitioners have a good understanding of their role and responsibility to safeguard children. They are confident and knowledgeable about what to do should they have any concerns regarding a child in their care. Regular training keeps them up-to-date with current policies and procedures. A clearly written policy covers requirements in the revised Early Years Foundation Stage framework, such as the action that is taken regarding the use of mobile phones and cameras in the nursery. Effective recruitment, induction and performance management of practitioners, overseen by the senior management team, ensures the suitability and performance of all practitioners working with children is of a good standard. Children are supervised effectively by practitioners both inside and outdoors. Daily risk assessments are completed on all areas where children have access, to minimise hazards to them. For example, practitioners monitor the main door to the nursery to ensure no uninvited visitors gain access without appropriate authorisation. A comprehensive range of records is maintained effectively. These are meticulously detailed and used to track and identify any emerging issues and action is taken to ensure children are continually protected. Overall, children are effectively safeguarded and practitioners create a safe and secure environment for them.

Parents spoken to are positive in their comments and value the service that is offered. For example, settling-in times are flexible benefitting themselves and their children well. Practitioners have a good understanding and value the importance of establishing trusting

relationships with parents. Practitioners are warm and welcoming to parents and ensure that information is effectively and sensitively exchanged. For example, each child has a daily diary sheet which is shared with their parents and supported by discussions. Furthermore, a comprehensive range of written policies and procedures, photographs of children's key person, practitioners' qualifications and training certificates are displayed around the nursery and are accessible for parents to view independently. This provides parents with up-to-date information about the nursery and the service that is offered. Practitioners work effectively with other agencies, such as the Early Years Inclusion Support team. This partnership effectively signposts parents to the service if there are any emerging concerns regarding their child to ensure their child's progress is good. Practitioners understand the importance of complementing children's learning. For example, they talk to teachers to find out how they can support children further while they are in their care.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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	258584
Local authority	Nottinghamshire
Inspection number	910057
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	46
Number of children on roll	73
Name of provider	Childcare (UK) Ltd
Date of previous inspection	25/02/2011
Telephone number	01623 552144

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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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