

Learning Tree Day Nursery

10 Alfreton Road, Sutton-in-Ashfield, Nottinghamshire, NG17 1FW

Inspection date	07/05/2013
Previous inspection date	14/06/2011

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

- Practitioners work sensitively with parents and support children very well during transitions between home and nursery as well as between rooms within the nursery and on to school. As a result, children settle quickly and are happy.
- Children are active learners. This is because staff provide a good range of activities and experiences inside and outdoors which are interesting while building on children's interests.
- Effective leadership and the management team ensure the quality of service provided for children and their families is of a high standard. This is because they are enthusiastic and are consistently good role models for practitioners to follow.

It is not yet outstanding because

- Opportunities for children to further enhance their mathematical skills are not always maximised. This is because practitioners sometimes miss appropriate occasions to ask children more open-ended questions about space, shape and measure during information and communication technology activities.
- There is scope for babies to have more uninterrupted time to play and explore, or to become deeply involved in activities. This is with particular regard to the impact that the structured snack time has on their enjoyment when playing, for example, in the wet sand.

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 nursery 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 sampled a selection of documentation including the nursery's self-evaluation document, children's learning journeys, records, planning documentation and written policies.
- The inspector took account of the views of parents as discussed with them during the inspection.

Inspector

Judith Rayner

Full Report

Information about the setting

The Learning Tree Day Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted Victorian 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 are two fully enclosed areas available for outdoor play.

The nursery employs 19 members of childcare staff. Of these, four hold appropriate early years qualifications at level 4, five have qualifications at level 3 and two have qualifications at level 2 and two are unqualified. 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 7.30am until 6pm. Children attend for a variety of sessions. There are currently 86 children attending who are in the early years age group. 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 to extend mathematical skills by asking more open-ended questions about shape, space and measure, for example, during information and communication technology activities
- enhance babies' play by ensuring that they have more uninterrupted time and further opportunities to play, explore and become deeply involved in their play and activities. This is with particular regard to snack times and their enjoyment, for example, when playing in the wet sand.

Inspection judgements

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

Children are making good progress in their learning and development because they are effectively supported by practitioners from the time they start at the nursery till the time they move on. Once children's starting points have been gathered from parents before the child starts, practitioners plan activities carefully which are pertinent to 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 very well. Observations are completed followed by assessment. Practitioners skilfully use the document Development matters in the Early Years Foundation Stage to support them in planning children's next steps in their learning. Skilful teaching means activities are varied both inside and outdoors. As a result, children are offered a good and well-balanced learning environment to make good all-round progress in their learning and development. Parents are actively involved in supporting their children's learning at home and are regularly kept up-to-date about how well their child is progressing in their learning and development. This is achieved in various ways, such as informal discussions and structured parents' evenings. Practitioners also work closely with schools and parents, helping prepare children to be ready for their move on to school. For example, children's independence skills are enhanced because practitioners encourage them to serve their own dinners and pour their own drinks which are also practised at home with their parents.

Children are happy and settled. Babies access various toys to help enhance their sensory and language skills. For example, practitioners talk to babies using words, such as 'pat, pat' while babies manipulate sponges and foam in their hands copying the actions the practitioner does. They show curiosity and enjoyment as they sit well at the low table and confidently have a go. They also explore the wet sand. However, during preparation for snack time practitioners start to tidy away the activity. This results in babies being interrupted in their flow of play to explore and become more deeply involved. Older children have good opportunities to explore malleable materials and freely express themselves in artwork. For example, outside they paint on large sheets of paper thoroughly enjoying the feel of paint on their hands as well as being creative in their mark making. Children's physical skills are developing well. Older children participate in structured physical activities, such as yoga. They carefully listen to instructions stretching their limbs and jumping up and down which also helps them develop their muscle control. Babies crawl and toddle as they move around the floor safely while accessing toys of their choice.

Older children enjoy computer activities. They work cooperatively with one another and practitioners to solve mathematical problems. However, practitioners sometimes miss appropriate opportunities to maximise the use of open-ended questions about space, shape and measure to further enhance children's mathematical skills. Although, children have fun pressing buttons, count and colour match. Outside children explore the good range of activities. They play imaginatively in the playhouse, explore with shaving foam enhancing their sensory and mark-making skills, to reading books and building with construction. Practitioners are supportive and provide plenty of opportunities for children to enhance their language development by, for example, talking to children to get them to think about how to fit blocks in to one another as they attempt to build a wall. Children are given sufficient time to respond to questions and time to have a go by themselves before practitioners sensitively and skilfully make suggestions. Key words in home languages, dual language books and the use of signs and symbols help children with English as an additional language to feel fully included. Furthermore, successfully planned activities, such as 'Our Listening Walk' support their listening and attention skills. Children recognise the sounds they hear on their walk around the local community and take

pictures of the event. These are then presented in a colourful photograph book which is accessible for children to view at their leisure which also helps with their memory skills.

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

Toys, resources and activities are attractively presented and accessible for all children appropriate for their age and ability. The nursery is welcoming because practitioners value and display children's artwork along with colourful photographs and pictures. Furthermore, children's independence skills are promoted because practitioners arrange toys to ensure children are able to self-select them easily. For example, toys placed on the carpet and in boxes on the floor help babies and young children choose by themselves which toys they would like to play with. Older children access toys that are stored at low level in labelled draws with pictures and writing, helping them recognise that print has meaning and develop their literacy skills. A good range of toys and activities outside complement and enhance the already good range inside which provide children with continuous good opportunities to enhance their all-round development.

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. The key person system works effectively, ensuring all children's needs are quickly identified and met. This is because practitioners value and understand the importance of gathering as much information about the child from parents from the start. Practitioners then prepare and plan play and routines that children are familiar with to help them settle. Practitioners also work very sensitively with parents during all transitional times for their children, whether first starting at the nursery, moving between rooms or moving on to school. For example, a 'transition document' which includes practitioners' and parents' contribution informs teachers about the new child's stage of development and interests. This helps teachers support children through their transition to school. Practitioners are good role models. They praise and encourage children while maintaining and promoting clear and consistent messages to them. As a result, children feel secure and happy and their behaviour is good.

Practitioners help children understand the importance of keeping healthy and safe. For example, practitioners talk to children about the importance of wearing sunscreen before they go outside. Children are learning that the cream helps stop the sun from burning their skin. Also, while they are outside children learn that running around and climbing low-level equipment makes their muscles strong. A good range of seasonal meals are rotated every month. This ensures children are offered a healthy and well-balanced diet pertinent to their individual dietary needs, as discussed and agreed with parents. Children sit very well at the lunch table as they develop their social skills with their peers and key person. Children benefit from daily, outdoor play where they are able to run around in the fresh air while exercising. Practitioners are good role models and adhere to robust routines to minimise the spread of infection as well as maintaining a clean and tidy nursery to which children benefit.

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

Effective leadership and the management team ensure the quality of service provided for children and their families is of a high standard. This is because they are enthusiastic and are consistently good role models for practitioners to follow. This effectively benefits children who thrive from the quality workforce. The manager is an effective leader and a good role model. She participates in everyday events and tasks with practitioners and children; she warmly welcomes parents and visitors into the nursery. This results in the manager being able to effectively monitor and oversee the smooth running of the nursery to ensure and maintain a positive and happy environment for all who attend. Managers effectively oversee practitioner performances through various ways, such as team meetings, regular supervision and appraisals. This is an effective way to identify individual training needs to further enhance the already good skills of practitioners. Furthermore, 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. Self-evaluation is effective. Parents, children and practitioners are actively involved and encouraged to contribute to making improvements. For example, children are informally involved in 'contract improvements'. They regularly participate in discussion times to share ideas. They make marks on paper to agree with practitioners the kind of new toys or change of play to make improvements. Not only do children feel valued but they learn to take ownership for decisions to grow and develop.

Partnerships with parents work well and are securely embedded with many families because they have remained with the nursery for many years. Information is effectively and sensitively exchanged by, for example, newsletters, formal parents' evenings and daily discussions. This ensures that all those involved with the child are kept up-to-date with their changing needs and learning and development. A comprehensive range of written policies and procedures, menus, practitioner photographs and general notices are displayed around the nursery and easily accessible for parents to view at their leisure. This helps them understand how for example, the nursery operates and what current events are occurring so they have the opportunity to be involved, such as fundraising events. Parents spoken to are positive in their comments and value the service that is offered. For example, they appreciate the sensitivity and time given to children settling, who speak English as an additional language. Practitioners work effectively with other agencies, such as speech therapists. They spend time in the nursery working with practitioners to support children in developing their language and communication skills, to ensure that their 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.

Children are protected well. This is because practitioners have a good understanding of their role and responsibility in safeguarding children. All practitioners are confident in the procedures they would take should they have any concerns regarding a child in their care. The manager keeps robust records and is the designated safeguarding lead and the area manager oversees any issues or concerns, to ensure children are securely safeguarded. All practitioners undertake regular training to ensure they are up-to-date with current practice and changes to policies and procedures. For example, practitioners fully adhere to the requirements of the Statutory framework for the Early Years Foundation Stage, such as a no smoking policy and the use of mobile phones and cameras in the nursery. They are

familiar with individual staff roles, such as who is the designated person in safeguarding children. Robust risk assessments are completed every day before children arrive to ensure that all potential hazards are identified and minimised both inside and outdoors. Children are supervised well because practitioners deploy themselves effectively inside and outdoors, ensuring children access toys safely, such as low-level climbing apparatus. 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.

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	253038
Local authority	Nottinghamshire
Inspection number	910471
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	86
Name of provider	Childcare (UK) Ltd
Date of previous inspection	14/06/2011
Telephone number	01623 512324

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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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