

# Tulips Day Nursery

Inspection report for early years provision

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**Unique reference number** EY357505  
**Inspection date** 08/12/2009  
**Inspector** Crystal (Gail) Robertson

**Setting address** Petworth Road, Milford, GODALMING, Surrey, GU8 5AT

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**Type of setting** 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tulips Day Nursery opened in 2007 with six children on roll. Today there are 18 on role of whom two are educationally funded. There are no children with special educational needs and/or disabilities and some speak English as an additional language. The setting is registered on the Early Years, and both the compulsory and voluntary parts of the Childcare Register.

It operates from a self-contained building in the grounds of Rodburgh School Milford, Surrey. The nursery serves the local area and surrounding villages. At present there is no easy wheelchair access to the setting or facilities inside. The manager is in the process of applying for a grant to address this. The setting has links with the host Secondary school and the village Primary schools.

The group opens five days a week all year round, with a term time only facility offered. Sessions are from 7.30am until 9.00pm. There are six staff working with the children. The manager has Early Years Professional Status and over half the staff have early year's qualifications to NVQ Level 3 and three members of staff are currently working towards a recognised early year's qualification. The setting receives support from a mentor from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The overall effectiveness of the provision is satisfactory. Nevertheless it has good features. Children enjoy coming and make satisfactory progress in their learning and development through the planned activities that they take part in. Children feel safe and secure and they have a good understanding of how to keep healthy. The provision meets their needs and children who have different cultural backgrounds and languages are well integrated and included in all activities. The manager and staff have effectively addressed the issues from the last inspection demonstrating their clear and strong commitment to further improvement. There are very strong relationships with the parents who highly value this provision as see it as part of their extended family.

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

To fully meet the specific requirements of the EYFS, the registered person must:

- keep a written record of all medicines given to children (also applies to both parts of the Childcare Register) (Safeguarding and promoting children's welfare) 08/12/2009
- ensure that all accidents are fully recorded and forms are signed by parents (also applies to both parts of the Childcare Register) (Safeguarding and promoting children's welfare). 08/12/2009

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

- keep the evidence of toddlers and children's achievement up to date
- display signs within the accommodation, written in the home language of children who are at an early stage of learning English.
- ensure that leaders and managers regularly and rigorously monitor and evaluate the setting's effectiveness and maintain written evidence of this'.

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

Effective arrangements are in place to protect children. Robust recruitment procedures ensure that children are cared for by staff who are appropriately checked and qualified. Risks are assessed and managed to offer children an appropriate level of independence in a secure, happy environment. These policies and procedures are shared with the parents and carers. There are comprehensive child protection procedures and staff are well trained and confident in the steps they must take if they should have any concerns.

This is an inclusive setting where all children and adults are fully respected at all times. The effective manager monitors what she and her staff offer the children to make sure that improvements made benefit all children. The Manager knows the strengths of the setting and also the areas to be developed. These last include the outdoor play area and putting in access for the disabled. The nursery staff and manager appreciate the involvement of the local authority in supporting them in their improvement. The manager understands that written self-evaluation will support her, and has made a start on this. The maintenance of written records in general, is not as good as it could be. This is partly due to the fact that there is no office space to work and check paperwork. 'The dosage of medication given to children is not always entered in the register of administered medicines and accident forms are not always signed by parents..

Staff fully embrace the Early Years Foundation Stage documentation and requirements. They have attended courses to keep themselves up to date. They work effectively and efficiently as a team guiding children and toddlers in their learning. The needs and interests of the children are identified and met as far as possible. Children's achievements are tracked and shared with parents but are not consistently supported by evidence.

The Day Nursery has very close links with the parents. They all spoke highly of the information they were given, their children's progress and the caring, patient, warm staff. When parents are in the setting they use this time as an opportunity to talk to the staff. They reported that they felt part of a large family and how they valued everything about the nursery 'We cannot go home unless we give everyone a hug or a wave it is really fantastic here' said one. There are effective partnerships with the host secondary school and the village primary schools where the children are well prepared for transfer at the appropriate time. Links with these

children are maintained after they have left the nursery, they and their parents often revisit the setting.

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

Staff know each child and their family well; children are treated as individuals in a big family. The setting is most welcoming, made attractive and cosy, children and toddlers develop a sense of being a family member. Relationships are warm and caring. At the start of their time here relevant information is obtained from parents and other sources to ensure children's particular needs are appropriately met.

Toddlers watch the older children and use them as good role models often joining in the play. For example, children play in the water; toddlers heard their giggling and joined the older children. Soon the toddlers filled water containers and got as wet as the older children but what fun and learning they had. As one parent reported 'He is so happy when he comes in and unhappy at home time. He wants to know why he cannot come in Saturday and Sunday!'

All children are provided with a range of activities to help them learn and develop. Children enjoy these activities. Part of the day the older children learn as a group leaving the younger children to sleep. The older children enjoy counting, learning number rhymes, start the alphabet and phonics in preparation for reading. All children have access to good quality books which they have the opportunity to take home. They love stories often engaging adults to share a book with them. They pay attention to the pictures and listen attentively to the story being read. While they are working the staff engage the children in meaningful conversation to increase vocabulary and the ability to hold conversations with each other and the adults, this enables them to make a positive contribution to the community. Children become active learners as the staff provide them with experiences to find out for themselves. They learn to use their natural curiosity and inquisitiveness and to gain appropriate skills for the future. Staff on occasions miss opportunities to record as evidence the progress they make.

Children are learning well about healthy life styles. At tea time they know that they must pay attention to washing their hands and clean their nails before sitting down to eat. They love the vegetarian food prepared for them. They are hungry and soon polish off bowls of soup and bread and the good range of fresh and dried fruit prepared for them. Tea time is used not only as a time to learn about healthy eating and hygiene but also to learn to count, recognise words and sounds and to relax and enjoy each others company.

Toddlers and children are beginning to learn how to take care of themselves and each other. They learn the importance of keeping their teeth clean after a meal and washing their hands after going to the toilet. They gain in confidence when they run, jump and engage in a range of creative activities and in the role play area where there is a wealth of resources helping the children to learn about modern diversity in Britain today and preparing them well for the future. However, all visible signs in the building were written in English.

Children are happy and contented here and become a member of a very big Tulip family.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 08/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 08/12/2009