

Arboretum Two Year Old Unit

Arboretum Primary School, Corden Street, DERBY, DE23 8GP

Inspection date

Previous inspection date

09/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- The safeguarding of children is given the highest priority in the setting with swift and coordinated action if there are any concerns.
- The quality of teaching is good as staff know children really well, what they are capable of and where they need support. This means that throughout both adult-led and child-initiated activities staff effectively teach children to move forward in their learning and make good progress towards the early learning goals.
- Staff work well to develop effective partnerships with parents and carers and other professionals involved with children who have special educational needs and/or disabilities, so that support for children's learning and development is consistently supported.
- Through constant evaluation and reflection the management team identify relevant and challenging areas for improvement to build on the effective practice.

It is not yet outstanding because

- There is scope to improve the organisation of the outdoor space to consistently provide ample space for children to spread out and enjoy opportunities to play with things on a larger scale.
- There is scope to extend opportunities for staff to teach children about self-care skills, for example, by providing equipment that children can use independently at snack time and the provision of tissues.

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.

Inspection activities

- The inspector observed activities in the two-year-old unit and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector discussed practice with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the analysis of the recent survey.

Inspector

Justine Ellaway

Full report

Information about the setting

Arboretum Two Year Old Unit was registered in 2013 on the Early Years Register. It is situated within Arboretum Primary School in the Normanton area of Derby. The setting serves the local area and is accessible to all children. Children have access to an enclosed outdoor play area. The setting employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The setting opens Monday to Friday during term time. Sessions are from 8.30am until 11.30am and 12.30pm until 3.30pm. There are currently 32 children attending, who are in the early years age group. The setting provides funded early education for two- and three-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:

- make the most of the outdoor area by consistently organising the equipment, so that there is always ample space for children to spread out and enjoy opportunities to play with things on a different scale to the indoors

- extend opportunities for children to develop their self-care skills, for example, through the provision of equipment that supports them in serving themselves at snack time and independence with using tissues.

Inspection judgements

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

Children make good progress towards the early learning goals due to the effective practice of the staff team. Staff are consistently good in teaching children, with aspects of very good practice used, particularly to support children's communication and language. To ensure the environment is rich in language, staff comment on what children or they themselves are doing, share their own experiences, give simple instructions, encourage children to repeat new words and repeat what children say to support the correct pronunciation of words. They balance this well during play so that children have opportunities to think and respond and to also play by themselves to develop their imagination. Recognising that some children are more reluctant than others to speak, staff effectively phrase their comments or questions in a particular way that prompts children to respond. Children listen to a story read by a member of staff, who asks questions to encourage children to think about what might happen next or identify the characters, while maintaining a good pace so that children continue to be engaged. Staff recognise when children are using their home language during play and effectively support their

learning as they introduce the word in English.

Staff effectively promote children's social skills through the provision of group activities and by encouraging them to join others in play. While delivering the daily singing activity a member of staff effectively encourages all children to participate, whether or not they immediately sit on the carpet. Recognising that younger children are initially hesitant to join in; they are encouraged to stand and watch. As the activity progresses, they become interested due to the enthusiasm of the member of staff, the effective use of glove puppet props and the enjoyment of other children. As a result, they begin to join in with and recognise favourite songs and attempt to do the actions. Staff also prompt children, where appropriate, to join in with activities during free play so that they begin to play alongside others. Children receive good support to develop their physical skills. Staff consistently encourage children to handle small equipment and develop their fine motor skills, for example, spreading their own cracker at snack time. When playing in the nursery garden staff encourage children to develop their confidence and balance as they climb. They appropriately guide children through explanation and demonstrations of how to use the wheeled toys and manoeuvre them by using the pedals.

Staff have a comprehensive knowledge of children they are working with. They are able to describe in detail where each child is in their learning and what their next stages of learning are. This means that when staff are interacting with children during free play they can support each child at their own level and provide sufficient challenge. For example, staff effectively develop children's understanding of counting beyond 10, for those children that are already demonstrating confidence in counting. Staff maintain useful and detailed written records of children's progress and regular assessments of their learning, which are shared with parents and carers. They discuss how to support children's next stages of learning at home, so that this complements the support children receive within the setting. The planning of activities takes into account children's interests, as well as ensuring that there is a broad range to promote children's enjoyment. There is a strong focus on helping children to develop the skills they need for their future learning. Staff ensure that all children receive support to be able to do things, such as, use the toilet independently, dress themselves, express their own needs, count and recognise their own name. Therefore, as children move into the school nursery they are well-prepared and emotionally equipped to continue to move forward in their learning. Staff also work in partnership with any other professionals that are supporting each child, so that the targets for support are consistent and therefore, effective in helping children to move forward. Children have regular opportunities to enjoy creative activities, such as, painting, small world play and roleplay. They can choose to play musical instruments during the singing activities to create sounds by shaking or tapping, which also develops their physical skills.

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

The support for children to settle is very effective. Staff initially gather appropriate information from parents to identify any particular needs and find out about children's routines, likes and dislikes. They personally greet each child and their parent or carer to make them feel welcome and make positive comments to boost children's self-esteem. They effectively encourage or distract children to support them as they separate from

their parent or carer. For example, a member of staff starts looking at the photographs children use to self-register and discussing who is already there, to distract a particular child. As a result, children settle very well within the session, even those who have not been attending for long and any initial upset is soon forgotten. This ensures that children's emotional well-being is well-promoted. Children are given very good support to prepare them for when they move into the school nursery. Staff use the nursery garden on a daily basis and walk through the nursery to access this. This ensures that children have frequent contact with staff and children and also become very familiar with the layout of the rooms. Staff are patient if children stop to look at things along the way, fully supporting their curiosity, which further promotes their security about their surroundings. As a result, when children move on to the nursery they are confident and secure and quickly form positive relationships.

Staff organise themselves well throughout the session to meet the needs of children. They ensure that they are aware of what is going on around them and move around so that they join in and support children's play and learning. They constantly communicate with each other, for example, so that there are sufficient adults outside. They also effectively organise the session, to promote children's free choice, so that children choose when they have their snack and have an opportunity to visit the nursery garden. Staff are very calm when dealing with any minor disruptions, such as when a child takes a toy off another. They use a positive tone of voice to explain that they should give it back and are consistent in managing this. Staff consistently praise children's good behaviour and this is meaningful so that children develop an understanding of right and wrong. For example, a member of staff praises a child when they give a toy to another child and says 'good sharing, well done'. Staff also positively comment when children show that they are meeting the expectations, for example, 'good listening'. The organisation of the indoor learning environment is effective in meeting children's needs. Staff carefully consider the current interests of children when setting out the toys and resources. The good use of the space means that children can move around comfortably. Children have free access to the outdoor area, immediately outside the playroom, which encourages their independence. Staff lay out a suitable range of toys and resources, which provides appropriate opportunities for learning for those children that like to be outdoors. However, on occasion, the layout of the equipment is not always fully effective in providing space for children to spread out and enjoy an opportunity to play with things on a larger scale. The nursery garden provides a good level of challenge for children's physical skills. They develop their balance as they climb up the grassy bank or steps and also their coordination as they attempt to ride on wheeled toys by using the pedals.

Staff consistently teach children an understanding of their own safety through appropriate explanations, reminders and simple sayings. When they walk to the nursery garden children line up and hold hands with a friend. When they reach each doorway staff repeat a simple saying of 'stop, stop and wait for our friends'. Staff explain to children when the grass is too slippery on the grassy bank in the nursery garden and that they might hurt themselves. They help children to recognise any risks associated with handling cutlery. Staff suitably support children to develop an understanding of a healthy lifestyle and on the whole are reasonably effective in supporting children to develop their self-care skills at snack time. They provide daily opportunities for children to play outdoors, even when it is raining and talk about the importance of exercise. Staff remind children, if required, to

wash their hands before eating and explain why this is important. There is a visual timetable to support children in this routine. Staff talk to children about the importance of healthy eating. They encourage children to serve themselves the fruit at snack time and pour their own drinks. However, the jugs are large and therefore, quite difficult for children to use without support. In addition, staff do not always ensure that children have access to tissues to develop their independence in this aspect.

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

Staff and the management team have made a positive start in the short time the setting has been operating. As a result, they are effectively implementing all of the safeguarding and welfare requirements of the Early Years Foundation Stage. The utmost attention is given to safeguarding children to ensure that any concerns are dealt with swiftly and effectively. All staff undertake training in safeguarding and as a result, demonstrate a secure understanding of possible signs or indicators of abuse or neglect. Thorough and consistently applied procedures establish the suitability of adults working with children, including tracking the processing and receipt of Disclosure and Barring Service checks. Staff effectively promote children's safety within the setting, as they supervise children throughout the session and carefully monitor the arrival and collection of children. They also check the indoor environment as they lay out the toys and resources before children arrive and check the outdoor area before children play outside.

The management team effectively monitor staff performance. The detailed induction checklists ensure that all staff are familiar with the policies and procedures and understand their role. Even staff who are relatively new to the setting demonstrate a sound understanding of what is expected of them. In addition, the manager gives clear instructions at the beginning of the session to inform staff of any changes they need to be aware of. This ensures that the sessions run smoothly and the manager is able to spend the maximum amount of time with children, as she does not have to prompt or guide staff. The detailed observations of staff performance provide useful feedback and clear targets for improvement, to further develop staff effectiveness with regards to teaching and learning. Staff undertake training that is specific to children they are working with so that they can effectively meet their needs, for example, having undertaken training in organising the space for two-year-olds there are now lots of cosy areas. This appropriately supports children to feel comfortable and as a result, they are chattering away, developing their language skills as they engage in pretend play. Staff also cascade the information gained through any training they attend to other staff members to ensure consistency of practice. All staff have a qualification at level 3 and their knowledge and skills are evident in the good quality teaching. A really well-organised tracking sheet, which is regularly updated, shows children's progress from the time they start at the setting. The good use of this information enables staff to quickly identify any gaps in learning. The detailed weekly planning sheets effectively identify the activities across the areas of learning, ensuring a broad and balanced curriculum. The thorough evaluation of practice includes constant reflection on the activities to identify whether they were successful in helping children to learn. The evaluation identifies relevant areas for improvement that are sufficiently challenging, to build on the already good practice. The management team are

very positive about any feedback they receive and see this as an opportunity to gather useful information to improve practice. They quickly start to think of ideas they could implement to benefit children who attend. This demonstrates that the setting has a strong capacity to improve.

Staff pay careful consideration to developing a partnership with parents and carers, to promote a consistent approach for all children. They gather useful information about children's needs and routines at the time they start at the setting. They take the time to speak to each parent or carer when they drop their child off and when they collect them. They demonstrate they value their input by recording any information they share and adding this to their child's development folder. Staff share additional information where this is appropriate, for example, regarding the importance of outdoor play and encouraging parents and carers to provide appropriate clothing. There is also a regular newsletter, which provides useful information about forthcoming activities. Staff also invite parents and carers into the setting, so that they can role model to them how to support children's learning and development at home. A recent questionnaire sought parents and carers feedback on the quality of the provision. This was positive and parents and carers comment that they 'feel staff are approachable' and 'children seem happy and content'. Parents and carers spoken to during the inspection were also very positive and describe the setting as 'perfect', they say that they feel their child is making very good progress and this will stand them in good stead throughout the rest of their learning. The well-coordinated support for children who have special educational needs and/or disabilities, means that their needs are effectively met. Good use is made of specialists within the school and external professionals to provide appropriate support. The high number of children who speak English as an additional language are well supported by staff. Staff are adept at recognising when children use words in their home language during play, or when they are babbling or learning new words in English. This ensures that they can give children appropriate support and focus for their communication and language where it is needed. They use gestures and props, such as, equipment, to reinforce what they are saying and to help children's understanding. The setting demonstrates a suitable understanding of the need to work in partnership with any other settings children attend, to complement their learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY465746
Local authority	Derby, City of
Inspection number	948370
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	20
Number of children on roll	32
Name of provider	Arboretum Primary School
Date of previous inspection	not applicable
Telephone number	01332291140

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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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