



TreeTops Nursery

Inspection report for early years provision

Unique Reference Number	EY341714
Inspection date	20 March 2007
Inspector	Anne Walker
Setting Address	Celtic Point, Worksop, Nottingham, S81 7AZ
Telephone number	01909 479342
E-mail	
Registered person	Treetops Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Treetops Nursery is one of 18 nurseries run by Treetops Nurseries Ltd. It opened in 2006 and operates from a purpose built building. It is situated on a small retail park in Gateford on the outskirts of Worksop. A maximum of 85 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year. All children have access to a secure enclosed outdoor play area.

There are currently 86 children aged from nought to five on roll. Of these, 15 children receive funding for early education. Children attend from a wide catchment area. The nursery currently supports children with additional needs.

The nursery employs 11 members of staff. Of these, seven hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The children's health benefits from the well implemented daily routines which ensure the nursery is clean at all times of the day. Nappy changing procedures are systematically followed, bathroom areas checked regularly, and dummies stored in separate pots to prevent the spread of germs. Children play on clean carpets and floor coverings, as outdoor shoes are not worn in any of their rooms. Each room has a tissue dispenser at child height so that they can wipe their nose as needed. They learn to wash their hands properly through daily routines and photographs in the bathroom that show them how it's done. The bins for disposal of tissues and paper towels do not have lids which means that germs may be more easily transferred in these areas. Children's health and welfare is promoted as there are always sufficient first aid trained staff on site to deal with accidents. Clear records are maintained of any such incidents and any medication that parents have requested to be administered. The nursery does not request parental consent to seek emergency medical treatment should this become necessary and parents may not be fully clear what would occur in an emergency.

Good regard is given to providing children with a healthy, balanced diet that fosters their interest and enjoyment in food. Meals are cooked from fresh ingredients that have high proportions of vegetables balanced with a range of proteins and carbohydrates. Ingredients such as garlic and ginger flavour food as salt is not added. They always have fruit and vegetables for their snack and readily eat cucumber and tomato, grapes and pear. Water is served with all meals and snacks and is available to the older children in their rooms to ensure they remain alert and hydrated. Babies feeding and weaning needs are effectively addressed and their individual routines are respected so that they are content.

The outdoor area is used each day and older children go out each morning and afternoon. The space available allows them to play actively. Children run and chase, pedal tricycles, push cars and enjoy the see-saw or jumping between the log stumps, all of which supports the development of their physical skills. The large hall provides scope for active indoor play and children use this area for music and movement. Babies physical development is given appropriate regard as they are able to crawl freely and safely, laid on rugs so that they find their toes, or under mobiles so that they stretch up to reach an interesting item.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a purpose built nursery that has been well designed to meet their needs and enable safe care. The nursery is light and airy with good use of glazing, for example, vision panels in doors and glazed walls that promote children's safety and enable them to be effectively monitored. Children are supported to learn the safe use of stairs as a banister has been fitted at their height. They are developing awareness of supporting their own safety through clear and consistent expectations from their carers who explain why they do not run indoors. Risk assessments for the setting are known and understood by staff who work cooperatively with each other to supervise the children as they play, rest and have their meals.

Children's security in the nursery is given good regard. All areas are securely enclosed and parents and visitors are met by staff at the front door. Parents work cooperatively with the nursery to ensure there are agreed passwords where other people are collecting their child.

Furniture, equipment and play materials are of good quality and in safe condition. Daily checks are made to ensure this remains the case and children's welfare is not compromised. Staff use their sound knowledge of child development to provide play materials that are suitable for children's level of development and do not pose a risk to them. The practical design of storage furniture enables children from a young age to access play materials independently.

The safety and welfare of children is promoted as their carers have a secure understanding of their responsibilities with regard to child protection. Policies and procedures are clear and anyone having contact with children, including students, receive an induction. Effective procedures are in place so that new information is cascaded and procedures re-visited to ensure knowledge remains fresh.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive in the morning to an attractively prepared nursery where their carers are welcoming. They are keen to engage in play and most children are able to confidently leave their parents. Overall the nursery routines offer children a balanced day that reflects their needs. For the smallest children this means they rest and play according to their individual patterns. However, their routines do not regularly include opportunities to go outside as part of their day. Older children develop confidence in their environment as the consistent routines help them understand the flow of the day. Time spent preparing children for snacks and meals is a little less effective and unsettles some children by interrupting their play too far in advance.

The under three's benefit from staff who use their good knowledge of the guidance 'Birth to three matters' to prepare a range of stimulating play that supports all areas of their development. A calm, quiet room provides the babies with an environment to lay and watch things around them. They play with sensory items that are interesting to touch and hear as well as being visually exiting, so that they are absorbed. Crawling children often search out play items they enjoy and happily explore the room. Toddlers are provided with increasing independent choices. They help themselves to books or construction materials from low storage that they are able to see into. Their emerging language skills are fostered as the adults caring for them talk to them readily and in ways that enable the child to respond.

The quality of teaching and learning is good. The room leader uses the 'Curriculum guidance for the foundation stage' to plan a broad range of activities that cover the six areas of learning. The systems for planning are practical and understood by staff. They have a flexible attitude to it's implementation and adjust it to take account of spontaneous opportunities. This means that activities are frequently based on child initiated ideas. Most recently they did some work on planets and the discovery of pips in their oranges, led to activities relating to planting and growing. As a result children are motivated and actively involved in their learning process.

Children's language skills are fostered well. They have frequent opportunities to exchange news and ideas at circle time and do so readily as their carer asks open ended questions and is interested in what they have to say. They enjoy books and access them independently as well as showing good concentration during story time. There are less frequent opportunities for children to develop awareness of letter sounds to support their pre-reading skills. A range of activities foster their writing skills. These include play that promotes hand-eye coordination, a chalkboard, pencils and writing materials in the imaginative play area. Older children are beginning to form letters and write their names.

Children are keen participators as adults working with them understand how young children learn and aim to provide a rich environment using indoor and outdoor spaces. Observations are carried out regularly to assess children's progress. These are not always transferred into the development records frequently enough to ensure the practitioner has the best possible overview of their progress and can maximise the planning for children's individual next steps in learning.

Helping children make a positive contribution

The provision is good.

Children's individual needs are clearly recorded at entry. The nursery has good procedures to ensure these are met so that children and their parents feel secure and confident in the care provided. Any child with dietary or medical needs is clearly identified with effective strategies for care staff, cooks and managers to work cooperatively to maintain their welfare. The regularly changing needs of babies is addressed through update forms and daily diaries. These provide a good link between home and nursery so that consistent care is delivered. The build of the nursery provides an inclusive environment. Children with disabilities can participate fully as rooms are spacious, there is a lift between floors, easy access into the building and into the outdoor area and good facilities for toileting and changing. Suitable strategies are in place to ensure that staff can meet the needs of children who may require additional support.

Children behave well and develop friendships with their peers. They have awareness of the needs of others. Older children are sensitive to younger children and are generally well supported to deal with any minor conflicts. They have good manners, using 'please' and 'thank you' in their dealings with each other and their carers. This is because their carers are good role models who treat them respectfully and use the same language when talking to them. There are good resources and activities that support children's awareness of others cultures and beliefs. Older children develop awareness of looking after the world they live in by recycling materials. These things contribute to children's spiritual, moral, social and cultural development being fostered.

Partnership with parents and carers is good. There is clear information provided which helps them understand how their children learn through the planned play activities. The setting are building ways to increasingly involve them in their children's learning. Books are taken home to share and a notebook completed so that staff at nursery can discuss with the child. There are opportunities for parents to contribute to the development profiles and parent evenings to share information. Children's confidence and development benefit from the friendly relationships between staff and parents. Information is readily shared on a daily basis so that needs are known and children are able to make the most of their time in nursery.

Organisation

The organisation is good.

There are appropriate strategies in place to ensure that people caring for children have the necessary qualifications and are suitable for their post. The company provide good training opportunities which are planned and prioritised to ensure that the needs of the nursery are met. Children benefit from being looked after by staff who are motivated and enthused to do their best for children.

All required records are in place and used effectively to maintain the day to day running of the setting. Managers use records, such as accident forms, as a reflective tool to monitor the ongoing safety of children effectively. Staff have good regard to written information that parents provide them with so that children are valued and included. The environment is planned and organised so that children's welfare and safety is maintained. The nursery is well presented and prepared for children's arrival. There are displays of their art work, posters and notices so that it has a welcoming environment. Overall children's needs are met.

The leadership and management is good. Managers are proactive in developing the provision for nursery education through staff deployment, training opportunities and provision of the necessary resources. There are appropriate strategies to monitor the quality of play and learning being delivered and effectively support the staff working directly with children.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further promote children's good health by requesting parental consent to seek emergency medical treatment and provide covered waste bins to prevent the spread of germs
- evaluate the daily routines to ensure babies have opportunities to go outside in the fresh air and with regard to preparation for meal and snack times to minimise the interruption to children's play

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase the range of opportunities for children to become familiar with letter sounds
- ensure that assessment profiles are updated regularly to further support and extend the planning for children's individual next steps in learning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk