

Treetops Nursery

Inspection report for early years provision

Unique Reference Number	EY283464
Inspection date	04 March 2008
Inspector	Georgina Walker
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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 19 nurseries owned by Treetops Nurseries Limited. It opened in 2004 and operates from a purpose-built building in the village of Barlborough, Derbyshire. There is a secure enclosed outdoor play area.

The day nursery serves the local area and surrounding counties. The setting opens five days a week all year, except bank holidays and the days between Christmas and New Year. Sessions are from 07:30 to 18:00.

The setting is registered to care for 83 children and there are currently 103 children from eight months to four years six months on roll. This includes 30 children who receive funding for early education. The setting currently supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

The day nursery employs 10 full-time and five part-time staff who work with the children. Over half of the staff hold appropriate early years qualifications. A number of staff are currently working towards a recognised early years qualification or a degree.

The setting receives support from the local authority and are members of the Private Day Nursery Association. The day nursery owners delegate day to day responsibility to the staff on site.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about personal hygiene through daily routines and are made aware of why they wash hands, so there are no germs on them. The setting uses individual flannels and paper towels to prevent the risk of cross-infection. Older children are very independent as they have direct access to antibacterial liquid soap and low-level sinks in their playroom and toilet areas. Enhanced procedures are followed with regard to the laundering of linen used by the children. However, two cots are very close to each other and when placing sleep mats 'top to tail' staff do not follow the good practice on the next row, resulting in two children's heads being next to each other. This does not fully prevent the risk of cross-infection. Food handling procedures are very good as the staff wash their own hands and use disposable aprons when serving food. Some staff have attended a food hygiene course to ensure awareness of potential hazards is minimised. If children are ill or infectious a written policy regarding exclusion is effectively implemented.

Children's health and safety is promoted. Written consent to seek emergency medical advice and treatment is in place to ensure children's medical needs are met if a serious injury occurs. Records have sufficient detail regarding the size and location of the injury to assist in safeguarding children if a further injury occurs. First aid boxes are available and contents are suitable to effectively meet the needs of the children. Written consent to administer medication is given by parents and comprehensive documentation is completed by staff.

Children's dietary needs are met effectively and healthy eating is promoted. Individual needs are discussed with parents and recorded. Special feeding techniques are learnt as necessary to meet individual children's requirements. Meals provided are significantly healthy and nutritious, for example, children enjoy snacks of cheese cubes and apple. For lunches the qualified chef prepares freshly-cooked meals from a four-weekly rotating menu devised by the company. Pitta bread, rice and curry or lamb casserole and cauliflower are enjoyed by the children. Sponge puddings and fruit are examples of food served after the savoury course. A high tea is provided in the afternoon. Drinks are readily available and individual routines are appropriately followed for babies and intake for all children is shared with parents to confirm needs are met. Bottles are prepared on site by staff and all are safely stored in the refrigerator in the baby room.

Physical development is promoted very well. Children have opportunities to play outside during planned and spontaneous periods. A fall of snow leads to staff asking children in the pre-school group if they would like to play out. All do and the educational experience is significantly enhanced by the enthusiastic and innovative staff. A wide range of activities inside encourage a positive attitude to healthy exercise and the hall is used if the weather is too bad to use the well-resourced outdoor play areas. Climbing and sliding equipment, wheeled toys, hoops and jumping activities are enjoyed by the children. Children have opportunities to dig and plant seeds. Herbs grown by the children are used by the chef. Inside they have an extensive range of push-along toys for babies and construction toys to develop manipulation skills, as well as puzzles and access to paper, drawing resources and scissors. They enjoy dance and exercises to music. As the under three-year-olds are accommodated upstairs the children quickly develop

the skills required to climb the stairs as they go up and down to the outdoor play areas. Children can have rest periods on age-appropriate equipment to effectively meet their individual needs. Consequently, children are able to develop a healthy lifestyle.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Whilst extensive security and safety procedures are maintained and risk assessments completed daily there is a child-sized armchair in pre-school which has split fabric. This gives access to foam which is a potential hazard to the children. Children are developing an awareness of personal safety as they respond positively to the staff's expectations, including when they are on outings to the local shop, garden centre or park. An awareness of safety during a fire is promoted proficiently. Evacuations have been practised and recorded. Other aspects of indoor safety are carefully followed such as babies being cuddled when bottle fed and safety barriers are placed across the top and bottom of the staircases to ensure children only access the stairs when under the direct supervision of an adult. Children of different ages and stages of development are accommodated in four groups, named after animals such as the 'Lion Cubs' for the smallest babies and 'Little Monkeys' for the one to two-year-olds. This promotes their safety as they develop mobility and walking skills.

Children are cared for in warm and welcoming, secure and suitable premises where there is sufficient space indoors to play and learn comfortably. Their individual skills develop competently with the age-appropriate resources. Children independently select activities from the extensive range of good quality toys and equipment. Resources are stored in labelled boxes, on shelves and in storerooms. Resources are swapped to fulfil the stimulating range of activities recorded on the plans. Children can choose from those activities presented or help themselves, depending on their ability or confidence. Children in the pre-school room are encouraged to pack away before getting something else out and tidy up before story time. They show respect of property and as they are careful this ensures the toys remain in good condition for use. However, the wall-mounted mirrors generally used in the dressing up areas are not maintained in a clean condition, which detracts from the child's view of themselves or poses a risk of cross-infection when touched. A versatile range of toys is provided and there is permanent access to climbing equipment, role play houses, sand play and chalk boards outdoors.

The children's well-being is given top priority. Staff have secure knowledge of the Local Safeguarding Children Board procedures. Changes have been shared with the staff group and a comprehensive display in the staff room is a daily reminder and reference point. Policies and information about the duty to protect children are shared with each parent in the written policies and information pack. An ongoing programme of staff attendance on relevant training courses ensure new initiatives can be implemented and children's welfare promoted. Staff have an excellent understanding of signs and symptoms of abuse and how to assist in protecting children.

Helping children achieve well and enjoy what they do

The provision is good.

The staff follow the 'Birth to three matters' framework with confident understanding to ensure all children are encouraged to progress. Staff who work with this age group have attended training and have an excellent awareness of the terminology and how to promote children's development through an extensive range of activities. However, the routine often leads children

to wait in line and they are not stimulated at this time and behaviour is occasionally managed negatively. The staff have developed plans, observations and record sheets to show how the child has progressed and what the next steps are. Developmental progress is documented and the staff share written and photographic evidence with parents regarding their child.

The children are confident and keen to join in the interesting range of different activities presented each day. Children settle quickly in the nursery and have a friendly relationship with the staff, who encourage the children to separate from their parents and access the well-presented resources. Great concentration is shown and an eagerness to spend extended periods in something which stimulates such as playing with the shredded paper or wide range of textures presented in the art room. Crafts and messy play activities are carefully planned by staff and children are inquisitive as they learn how to use the comprehensive range of resources and materials. Children confidently use the inspiring range of shape sorters and building blocks as they develop skills. The children have lots of close contact with adults, cuddles and smiles, as language and play opportunities are effectively developed. Staff sit on the floor to play with the babies and younger children and for stories so older children can snuggle up to look at pictures. Children learn to make choices about activities they wish to engage in and show their movement expertise as they pretend to whisk and stir ingredients in a bowl in the 'Happy Hippos Bakery'. Individual sleep needs are effectively met. Parents are made aware of daily plans which are displayed for each playroom. Children learn to share resources with other children, staff and visitors. The staff have been creative in introducing interesting ways for children to learn. The children develop appropriate socialisation skills as they join in group activities and move between the resources. This ensures the children are purposefully occupied and are supported to develop their potential making rapid progress.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals. Staff record comprehensive detail on weekly planning documents consistently demonstrating they have an excellent knowledge and understanding of the stepping stones, early learning goals and how they will present activities. These provide an adaptable, balanced, broad programme and there is evidence of differentiation. However, some aspects of learning are not regularly included such as calculating in mathematics. Activities have recently been evaluated with information to ensure children benefit from the learning experience and to assist with planning for their individual future progress. Children's learning is skilfully extended as the nursery has successfully developed the practice of having a key worker for each child. This enables staff to progress specific learning and challenge children to think about what they know as staff consistently ask open-ended questions, which children think about and respond to. A variety of methods are used to help children learn effectively. Staff manage the children proficiently. Children understand meals take place at certain times and are willing to help tidy up immediately they are asked after responding to the noise of a tambourine, shaken by staff to stop the children talking. Children's progress is shared daily with parents. Written information in the folders is available at any time and at the open evening which take place twice each year.

Themes are enthusiastically enjoyed by the children and topics, such as looking at numerals in the environment, are often instigated by them. The staff present very interesting and stimulating activities daily and children are eager to share information when talking between themselves or at the snack table. Activities are developed over a period of time, which ensures children's learning is effectively promoted as they are challenged to think by staff to recall relevant words and activities. A 'clothes and materials' topic has led to children's learning not only of fabrics

but hard and soft materials as they make shakers with lentils inside and feel cereals in the play tray.

Children are well behaved and eager to try new experiences. They ask questions about how things work and listen to the responses from staff. Children are animated when suggesting their own ideas such as 'let us play in the clothes shop'. They help each other to dress up and show children, not present on previous days, how to make the shakers. They share information about their life outside and have confident personalities, which is demonstrated as they include visitors in their play and conversations, such as talking about the snow and ice as it melts into water.

Many children can write their own names confidently with recognisable letters and mark-make with increasing skill. They find their name cards at snack time and another set of name cards also has their photographs on the back and are used at group time as self-registration on the chart for three-year-olds or four-year-olds. Letter sounds are used spontaneously or in response to staff questions, but they are not learning to hear and say sounds in the order in which they occur. Children have access to an extensive range of books in a cosy book corner. They enjoy story time but the group size does not ensure all can listen and respond appropriately to questions asked by staff.

Children are developing good recall as they listen attentively to instructions and respond eagerly to staff as they discuss numbers. Children have an extensive understanding of mathematics and spontaneously use their knowledge effectively when recognising numerals or count during activities. The activities in the garden give significant opportunities for staff to develop children's knowledge as they count as they balance along crates, with numerals on. They discuss weight and use words such as light and heavy as they have free access to weighing scales in the well resourced mathematics corner. The children are very aware of shapes and eagerly inform staff as they draw or make shapes with brick, knowing the roof shape must go on top or the building will fall.

Children learn eagerly about the natural world in the garden and as they care for the goldfish in the pre-school room and giant snails, which live in a tank on the landing. They design and make models with the range of construction toys and junk modelling resources which are always available. Access to a range of technology and battery operated resources is carefully planned. Children use the computer confidently and show younger children what to do. Topics which introduce them to the needs of others and diversities in society are included and children have daily access to resources which promote positive images of diversity. They celebrate a range of festivals from around the world. Consequently, children are learning through carefully planned activities about the world around them.

Children's physical development of fine manipulative skills is promoted effectively through the use of an extensive range of resources. They use scissors competently to cut out their own pictures for displays or their own display board in the mark-making area. Children's awareness of how their body changes during exercise is an aspect of learning included in topics. It is referred to by staff on an ongoing basis, especially on snowy days when children recall why they wrap up warmly and that they are getting cold and ask to go inside, after the initial eagerness to play outdoors.

Children are motivated to develop their creative experiences as they have access to a wide range of craft, role play and musical activities. Children are eager to discuss their work of free choice crafts, paintings or drawings and are proud to share their achievements with visitors.

They use musical instruments with increasing pleasure, dressing up with fabric ribbons on wrists and ankles to dance.

Helping children make a positive contribution

The provision is good.

There are effective procedures in place to manage a wide range of children's behaviour and staff generally have the skills to adapt to different situations. The generally good use of praise and encouragement helps to build development of children's self-esteem. Children's spiritual, moral, social and cultural development is fostered. Children in pre-school behave appropriately as they respond to boundaries set. They are aware of why they must share and take turns. Throughout the nursery any issues are monitored and strategies discussed as necessary.

All children are treated fairly as the setting has an open-minded approach to inclusion and meeting individual needs effectively. Staff encourage all children to access age-appropriate activities and develop life skills. Individual needs are discussed with parents and record sheets for each child contain comprehensive detail which enables appropriate care to be given. Children are able to play with an extensive range of non-stereotypical resources and those showing positive images of diversity, culture, gender and disability. Understanding and acceptance of the wider community and the development of positive attitudes is effectively increased.

The nursery has experience of caring for children with learning difficulties and/or disabilities and has a understanding of potential need. Staff are aware to adapt activities to ensure inclusion and have a positive attitude to caring for all children. To ensure all are included in activities, presentation is adapted by putting resources on the floor or low tables and using resources specifically to assist individual children. Children's needs are successfully met through discussion with parents and the setting has a cohesive understanding of the need to work with parents and outside agencies. Access to the first floor is limited to persons who have full mobility or children who are small enough to be safely carried.

Positive relationships with parents and a desire to work in partnership with them ensures the staff are able to meet children's emotional and physical needs effectively. The setting ensures parents are fully aware of policies and procedures and how children will be cared for during discussion at initial visits and as children move up to the next room. 'Settling-in sheets' are completed not only when a child starts but as they move to the next room. Parents are updated on their children's well-being and development through daily diary sheets for under threes and discussion regarding meals, sleep, toileting and play activities for all children. Regular newsletters also keep parents informed of activities and changes throughout the nursery. Open evenings take place to provide parents with examples of how children engage in the worthwhile activities for each aspect of learning and development.

Partnership with parents and carers of children in receipt of funding for early education is good. Written information is given to parents to retain with detail relating to the early learning goals, which is also displayed in the cloakroom, inner hall and the playroom. The sharing of development documents is well organised.

Organisation

The organisation is good.

Children are cared for by dedicated members of staff, many of whom have been in post since the setting opened or occupancy was increased. A vibrant atmosphere is evident throughout

the premises, created by the enthusiastic group of staff who are committed to ensure the children flourish in their care. The ratios are maintained to a high level and children benefit from the key worker system. Qualification requirements are met as the majority of staff are qualified and staff are encouraged to attend training or gain higher qualifications to raise standards and increase their knowledge and broaden children's experiences. This ensures the children are consistently being stimulated to learn and enjoy themselves. Regular support for the staff during site visits from staff from the local authority and company area manager assists in the promotion of children's learning and well-being.

The children's needs are met by the nursery which maintains their personal records effectively. Written policies are maintained to promote the welfare of the children at all times. These are shared with parents to assist in promoting the care and learning of the children. The registration system which monitors all persons on site and assists in safeguarding the children is comprehensively detailed.

Good organisation of play room layouts and suitably planned, significantly developmentally appropriate activities ensure children's time in the nursery is worthwhile and provide high levels of challenge for all children. Consequently, children are very happy in the setting and are eager to engage in the range of exciting and stimulating activities. The leadership and management for early education is good. A clear vision has been developed of how the setting will operate to meet the needs of the children effectively. Overall children's needs are met.

Improvements since the last inspection

At the previous inspection the setting agreed to address three recommendations. A new manager has been transferred from within the company to this setting since the previous inspection. Staff were to ensure children progress to their potential, by offering a range of well-presented, stimulating activities that offer appropriate challenge and interest. Throughout the setting staff have developed comprehensive planning linked to the 'Birth to three matters' framework and stepping stones to the early learning goals. A stimulating range of activities is presented and swapped throughout the day. Children are challenged and very interested in the activities and, therefore, they progress rapidly.

Snack and lunch routines were to be reviewed with regard to developing opportunities to enhance children's social and independence skills. The two older groups of children have lunch together in the hall. They learn to serve themselves competently, using appropriate-sized cutlery, with younger children developing independence as they learn from the pre-school children. Pre-school children in the 'Clever Crocs' room have recently been introduced to a 'café style' snack time to ensure their play is not interrupted during the sessions and they can access the snack when they are hungry or thirsty. They often choose to have snack at the same time as their friends developing their social skills. The rising threes in 'Happy Hippos' room are also being introduced to this system as part of their preparation for moving up to pre-school.

Risk assessments were to be dated when reviewed and amended. All policies are dated as they are updated by the company. Daily risk assessments are completed at the beginning and end of each day, but not always before children are accommodated in the individual playrooms.

During the investigation of a complaint the setting was set two actions not specifically in relation to the complaint. They were to demonstrate how sand pits are protected from contamination and the sand is clean. New sand pits with covers have been purchased and are now maintained appropriately, checked as part of risk assessment each day. The complaints

procedures were to be reviewed. The policy has been updated, information provided to parents and a complaints log raised. Parents can be assured the setting endeavours to meet regulation requirements and gives priority to the children's welfare and educational progress in safer surroundings.

Complaints since the last inspection

There have been two complaints made to Ofsted since registration in relation to National Standard 2: Organisation. As a result of the enquiries made and evidence gathered, actions were set in relation to National Standard 2. The provider was required to address these actions within a set time frame. The action responses were received and reviewed by a Childcare Inspector Team Manager. The setting met the National Standards and remained qualified for registration at the time the investigation was closed.

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):

- ensure children's safety and well-being are consistently promoted
- ensure that routines are adapted so that children in large groups benefit from the experience and, behaviour is positively managed (also applies to education).

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):

- ensure regular inclusion of all aspects within the six areas of learning and continue to develop the evaluation of activities to assist in future planning for children's individual progress
- develop the use of phonics to ensure children hear and say sounds in the order in which they occur.

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