

# Treetops Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	127728
<b>Inspection date</b>	09 November 2007
<b>Inspector</b>	Freeda Wildon
<b>Setting Address</b>	Castle Community School, Mill Road, Deal, Kent, CT14 9BD
<b>Telephone number</b>	01304 380073
<b>E-mail</b>	
<b>Registered person</b>	Treetops Pre-School
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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](http://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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Tree Tops Pre-School is owned and run by a committee and opened in 1988. It operates from one room in a separate building on the grounds of Castle Community School in Deal, Kent. The Pre-School serves the local community and surrounding areas. The pre-school opens five days a week during school term time only. Sessions are from 09:00 to 12:15.

The pre-school is registered to provide 18 places for children aged between two and five years. There are currently 25 children on roll. This includes 22 children in receipt of nursery education funding. Children attend for a variety of sessions. The pre-school has experience supporting children with learning difficulties and/or disabilities and also children who speak English as an additional language.

The pre-school employs three staff who work directly with the children. The manager and the deputy have early years qualifications to NVQ level 3. The nursery receives support from the Local Authority.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

Children are cared for in a nurturing environment. Clear records and procedures are in place for accidents and the administration of medication. Very careful thought has been given to allergies and to children's medical needs. For example, care plans have been established and staff receive specialist training to administer emergency medication. All staff have up-to-date first aid training and parents' permission is obtained to enable staff to act in the best interest of children if they become ill or have an accident.

Very good standards of hygiene are in place through the premises. Children learn about good personal hygiene through well planned activities and routines. They wash their hands after using the toilet and before eating their snacks. As the hand washing is staggered before snack time and some children might return to play, they use anti-bacterial gel before sitting down to eat. This ensures that their hands are clean.

Children benefit from a healthy diet. They enjoy a range of fruit and vegetables, milk and water. Staff talk to the children about healthy food and what foods are good for them to keep them strong and healthy. Children are introduced to new foods, such as rocket grown in one of the children's gardens. A jug of water is always available to keep their bodies hydrated. In the summer children are protected from the sun because they wear hats.

Children have excellent access to outside play areas. They benefit from an extensive range of energetic physical activities that contribute to a healthy lifestyle. They develop self confidence in their physical skills because they are eager to play in an exciting outdoor play area. They show good co-ordination when jumping, running and pedalling or steering small cars and bikes. A boat and tractor tyres encourage children to balance and stretch confidently.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The good organisation of well maintained toys and equipment means children can move around safely and freely to independently access available resources from tables, trays and boxes at child height. Resources and space are used skilfully by staff to meet the needs of the children effectively. Staff make written plans of the room to ensure space is used effectively so that the children get the best from the activities. Useful information about the setting and photographs of the staff, and of the committee help keep parents informed and make them feel welcome.

The registered person and the manager have a good understanding of the procedures to be followed if they have concerns about child protection issues. The manager has up-to-date training in safeguarding children and shares her knowledge with other members of staff who have a sound knowledge of child protection issues. This safeguards children's welfare in the setting. Very clear policies and procedures are in place and in line with the local authority recommendation.

The premises are safe and secure. Visitors to the premises are only able to enter with the authorisation of staff and a key pad system ensures that unwanted visitors do not have access to the setting. Careful and effective procedures are in place for the arrival and collection of children so that they are safe. Fire drills are carried out periodically and fire detection equipment

is accessible in all areas of the building. As a result, children are aware of what to do to keep safe in the event of an evacuation. Sensitive reminders, such as 'walk not run', increase children's awareness of everyday safety in the setting. Staff are vigilant of children's whereabouts. Consequently, children's safety is safeguarded.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Children are eager to attend and relish their time in a setting which puts them first. All of the children attending are aged three and over; staff plan according to their stage of development. The routines provide extensive opportunities for interesting play both inside and outside for all the children. They take part in a broad range of activities throughout the session and have a wonderful time. The play area is well organised and provides for independent self-selection. Younger children are gaining confidence to enable them to visit the toilet independently and see to their personal care. Staff are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because staff show delight in their achievements.

### **Nursery Education**

The quality of teaching and learning is outstanding. Children make very good individual progress because teaching is embedded in a secure knowledge of the Foundation Stage. Staff have an excellent understanding of how children learn. As a result, children are engaged in activities that they can initiate themselves, with appropriate intervention by staff. Children's assessments are frequent and cover their progress in all six areas of the curriculum. The staff ensure that children are assessed during planned and spontaneous activities. The activities are led by the interests and enthusiasm of each child who attends and take place with regard to specific needs each child may have. Good relationships have been developed, resulting in well-settled and confident children. Staff plan activities to stimulate children's thinking and to encourage them to ask questions. They treat everything that happens as a learning opportunity for children.

Children are making very good progress in their personal, social and emotional development. They arrive happily and are eager to play with their friends. They enthusiastically take their parents over to show them the guinea pigs. Children have a high level of independence, freely accessing equipment for themselves and taking care of their personal needs, for example, selecting the correct shoe size to match Wellington boots for outdoor play. Children prepare their snacks for snack time and cut up vegetables to feed the guinea pigs. Children are praised and encouraged by staff who re-enforce kindness by telling children that they are being very kind when they help their friends.

Children receive excellent opportunities to recognise their names as they self-register upon arrival and at snack time. A well labelled environment helps children learn that words have meaning. Labelling is also in sign language so all children can understand. The book area is comfortable and filled with a wide range of books. Staff encourage children to use books and direct them to the book area. Children understand that the book area is for reading where they enjoy reading with their friends. They use books to find information about the care of their pets. Children are able to use the small private area to read by themselves, with a friend or an adult. This contributes to their enjoyment of books. Children are learning about other languages because staff show differences and capability in a positive way, for example, reading books in different languages and signing. Children are confident speakers in groups, with their friends

and with adults because staff provide scaffolding for children's conversation extending their verbal contribution in conversation.

Children receive many opportunities to write and mark make; some write their names on their work. Staff have introduced clipboards, as a result children are interested in writing. They take the clipboard over to the role play and book area. Children can link sounds with letters and recognise letters in their names. They mark make in soil and in foam. All children are encouraged to take part in counting objects in a variety of contexts, for example, preparing to go outside, in pairs and threes. Activities develop and extend concepts beyond basic shapes and colours, for example, two and three dimensional shapes. Children have daily opportunities to recognise shapes such as the circle, rectangle and hexagon as these shaped tables are used for snack time. Mathematical learning takes place during many different activities. Children are progressing in this area and developing their skills through practical and enjoyable activities such as puzzles, patterns, problem solving and songs.

Children investigate objects and materials by using all of their senses for example, they have a wonderful time playing with foam, water, sawdust and wood shavings. Children are making very good progress developing their understanding of living things. They pet and groom the visiting guinea pigs; they feed them and know their names. They are learning to be gentle with living creatures such as worms and spiders. Children are given time to talk about objects they bring in for the nature tables. They are developing their understanding of nature through growing bulbs. Children are using questions to find out why things happen; they show interest and asked questions when the carpenter repaired the door.

Staff provide a rich environment in which creativity is valued. Children use their imagination in their own way, for example they use the role play area to dress up as princesses and act out stories they have read. They have access to a wide and varied range of musical instruments such as sound sticks and steel drums. Children receive numerous opportunities to explore colour and texture. Children enjoy frequent exercise outside as well as interesting activities indoors that require careful manipulation, such as using pencils and paintbrushes. They have fun sticking feathers to paper and cutting dough and fruit using small knives. This enables them to practise building their skills in tasks requiring dexterity. Staff have high expectations of children's ability and ensure all children receive sufficient challenge in the activities provided.

### **Helping children make a positive contribution**

The provision is outstanding.

Children are well behaved because staff value and respect all children. Constant praise and encouragement by staff builds children's confidence and self-esteem. Children share their thoughts and feelings; they are able to express how they are feeling and share this with staff. Staff help children understand their feelings and help them out through difficult times. As a result, children strengthen their feelings of self-worth. Children laugh out loud when they are amused by their friends. Children are able to reflect and have tranquil moments because staff provide them with an area where they are able to be by themselves or share a quiet time with a friend. Children show concern for others when they are upset and older children take care of younger children who are new to the setting. Staff are positive role models, as a result, children are polite and have formed many positive relationships with adults and with one another. Children are kind to each other and compliment each other, for example, 'you have lovely hair'.

Children experience good opportunities to develop their awareness of differences and similarities, which enables them to develop a positive attitude to others and gain a balanced view of society.

Children celebrate varied festivals and participate in activities based on positive images of culture, gender and disability which allows them to feel valued as individuals. Many visitors to the setting and planned outings help children learn about the local community.

Staff and the committee are committed to inclusion and the focus is on the child as an individual. They do their very best to remove disabling barriers so that disabled and non-disabled children participate. Activities are led by the interests and enthusiasm of each child who attends and take place with regard to any likes, dislikes and specific needs each child may have. The setting has made good arrangements to care for children with learning difficulties and disabilities; they frequently liaise with various specialist agencies to support children. There is a named member of staff who is the special educational needs coordinator; she has been trained and all staff have a secure knowledge of the code of practice. Consequently, children feel secure and enjoy their experiences at the setting as they are well supported. Spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents are provided with a variety of opportunities for formal and informal consultation to influence what goes on in the setting as a whole. This is through the committee, making suggestions in writing and consulting with the staff. The committee informs parents about policies and procedures. Parents receive information about the educational programme in the prospectus which outlines the six areas of learning. They have easy access to their children's development records and contribute to these records. Children's routines and activities are displayed for parents to keep them informed about their children's day at the setting. Parents are encouraged to share what they know about their children and be involved with their children's learning. Staff provide opportunities for parents to share their expertise and knowledge with the children. Staff encourage parents to contribute to some play and learning activities, for example, collecting stones with holes to make an abacus for the outdoor play area. Parents provide objects for the autumn interest tables. This helps staff and parents work together to maximise children's progress.

## **Organisation**

The organisation is outstanding.

Children's care is significantly enhanced by exceptional organisation. Their individual needs are successfully addressed and met. As a result they are happy and secure. The training needs of the staff are identified and an action plan is in place; staff are able to attend courses or receive in-house training. Consequently, children benefit from a staff team with knowledge of current good practice.

This new committee is strong and committed; the registered person supports staff and values their hard work. Consequently, staff morale is good; they are enthusiastic and motivated to offer good quality care and education. Systems for induction, appraisals and regular staff meetings are in place. Effective procedures are in place to ensure that policies and procedures are reviewed and meet the National Standards. Policies and procedures are individual to the setting. The provider is able to show that all adults working at the setting have undergone checks to establish their suitability. All mandatory documentation and parental consents are in place and completed correctly. The certificate of registration is displayed. As a result, parents are easily able to confirm details of the pre-schools registration.

The leadership and management of the setting is outstanding. The registered person and staff have a clear vision of what they want to do, for example, the very best outcomes for children. The aims are stated in the operational plan and reflected in practice. Systems for monitoring,

reviewing and evaluating the effectiveness of the nursery education within the setting are formal and take place frequently. The staff and the registered person are able to identify areas of strength and weakness and use this to plan and provide a balanced curriculum. Staff meet after each session to evaluate and plan for children's next steps based on what they can do and on their interests. Staff's commitment and clear enthusiasm in their role as early years educators inspires children to become eager and motivated learners, and enhances the wonderful opportunities they receive during their time at Treetops Pre-school. The provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection four recommendations were made. They were to: provide opportunities for more able children to pour their own drinks; keep confidential records of individual children's medication; increase displays of images reflecting ethnicity, culture, gender or disabilities and keep written information in what situations or circumstances Ofsted needs to be informed. The provider has addressed all of these successfully resulting in positive outcomes for children.

At the last nursery education inspection the provider was asked to improve information given to parents; planning and assessment and snack time and tidy up time. These have been achieved resulting in positive outcomes for children.

### **Complaints since the last inspection**

Since the last inspection 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

#### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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](http://www.ofsted.gov.uk)