

# Treetops at Hopscotch Private Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY244181
<b>Inspection date</b>	08 January 2008
<b>Inspector</b>	Ron Goldsmith
<b>Setting Address</b>	Parkgate Road, Chester, Cheshire, CH1 4BE
<b>Telephone number</b>	01244 379 005
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<b>Registered person</b>	Treetops Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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 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?

Hopscotch Day Nursery is privately owned, trading under the name of Treetops Nurseries. The company currently have 18 registered day care facilities throughout the country. The nursery has been registered under the current ownership since 2007. The setting operates from a large, converted detached property on the outskirts of Chester City. The setting is registered to provide care for a maximum of 64 children under the age of five years, of whom 36 may be under the age of two years and of these no more than 15 may be under the age of one year. In addition the nursery provides care for a maximum of 20 children of school age in the Big Hoppers Club. No overnight care is available.

Times of operation for the nursery children are 08.00 to 18.00 and the children attend the Big Hoppers Club from 08.00 to 08.45 plus 15.30 to 18.30 term time and 08.00 to 18.30 during school holidays, Monday to Friday throughout the year. There are currently 95 children on roll and of these there are 16 in receipt of funding for nursery education. There are 12 staff employed, including a cook, and all hold relevant qualifications in child care. The setting receives support from the local authority. All children have access to a secure outdoor play area.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

The children are healthy and active because they enjoy nutritious meals and vigorous physical exercise each day. Children thrive in the fresh air as they run, climb and socialise in the extensive outdoor play area. A good range of healthy and nutritious meals containing fresh fruit and vegetables are served with water. Water is also available at the 'drinks station' for pre-school children to help themselves to, and quench their thirst, however, this arrangement is poorly organised and it is difficult for children to use properly. Kitchen routines ensure that food is appropriately stored and cooked. There are practical measures in place to reduce the spread of cross infection, such as when children are encouraged to wash their hands before meals and staff clean tables and floors before and after meals.

Children's health is safeguarded because all staff are trained in first aid, which means that children can receive swift appropriate medical care if required. Appropriate records are maintained for the authorisation of emergency treatment and medication which is signed by parents and staff. There are effective nappy changing procedures in place and staff wear aprons and gloves. A daily diary ensures that parents have a record of babies' food intake.

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

The provision is satisfactory.

Children play in welcoming and child friendly premises, where space is organised to meet the needs of the children attending. However, some areas of the building are only adequately maintained, for example, paintwork is poor and shades are missing on some light bulbs. All rooms have been organised into clear learning areas, so that children have a quiet area, areas for messy play, pretend play and focused activities. Children have access to a range of stimulating toys and equipment that promotes their development. Most of these are accessible to encourage the children to make choices in their play. These free choice opportunities encourage the children's confidence and independence, as they choose the toys they wish to play with. For example, the home corner or water play. Children eagerly take part in tidying away toys after use.

Babies and toddlers navigate around furniture as they learn to stand and crawl and they can use resources which they grasp, shake and manipulate for themselves. Babies have many opportunities to experience tactile play as staff make a low sand area which they access easily. In the after school provision there is a good range of toys and resources to enable older children to play confidently and happily, such as books, table games or computer games.

Children's times of arrival and departure are recorded by staff. Staff are good role models and help children to stay safe, reminding them about the dangers of running. There is a risk assessment in place but this has not been successful in identifying some hazards in the outdoor area. Children practise planned emergency evacuation drills and, therefore, they are learning to leave the building safely and efficiently in the event of an emergency. However, these drills are not carried out frequently. Children are protected from harm as staff are aware of their personal responsibility to safeguard children. However, there is no incidents recording system. All staff have attended some child protection training and are well aware of the reporting and recording procedures should they have any concerns about a child in their care.

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

The provision is good.

Children are settled, enthusiastic and keen to be involved in the nursery activities. The staff use the 'Birth to three matters' framework very effectively in providing for the younger age group of children. Babies and toddlers enjoy a range of stimulating and enjoyable experiences, including sensory and tactile opportunities which encourage them to explore and find out about their environment. Staff sit talking and smiling with the babies, who respond happily to individual attention. The toddler rooms are exciting places to be with a variety of art and craft activities and free play choice where children can experience construction and enjoy making choices about things which interest them. They enjoy being builders as they put on construction hats and make loud noises as they hammer. This ensures the younger children receive a varied and fun curriculum.

Staff establish warm, caring relationships with the children which positively promotes the children's security and self-confidence. The younger children quickly develop their various skills through the range of exciting activities and good use of floor level treasure baskets which are relevant to their developmental needs. For example, babies' treasure baskets are changed regularly to offer them different opportunities to explore the feel and sound of a range of items that they can shake or rattle.

Staff provide detailed information on the younger children's progress and individual needs through their observations and evaluation of the activities. A daily diary sheet gives parents some indication of the routines and interests their child has followed over the day. Children develop their language skills through the staff's clear attempts to engage the children, such as through songs and stories and ongoing interaction including when changing their nappies or when they are being fed. Babies and toddlers move around comfortably, to pull themselves up and around as they develop their crawling and walking skills.

Older children in the after school provision on the first floor are very happy to be at the setting and form firm friendships and relationships with other children and the staff. Children's artistic achievements are good and they make independent choices about activities that interest them most. For example, some children sit and read whilst others competitively play table top games, such as hockey, or access the computer. The children eat tea together and emphasis is given to providing an atmosphere which is sociable, friendly and cooperative. They are confident about expressing their interests and wishes and they can use their own initiative, and are creative and imaginative because they feel comfortable to ask for resources or staff help if they need it.

### **Nursery Education.**

The quality of teaching and learning is good. The children are motivated and enthusiastic in what they do. Their behaviour is good and they listen well to the instructions staff give, concentrating for long periods on tasks that engage them. Staff are well informed and knowledgeable in their implementation of the Foundation Stage curriculum. They plan a varied and balanced range of activities and this is well supported with a good range of equipment and resources. The staff are suitably deployed to meet the various needs of the children attending. Children have good opportunities to enjoy free play as well as smaller group focused activities. The systems for the planning of the education curriculum are clear and detailed. Staff record children's achievements and transfer these to children's files. However, parents do not have opportunities to contribute their observations to assessments and share more actively in their

child's learning. All areas of the curriculum are covered effectively and children are well supported and have effective challenges to extend their skills. The staff use their observations and assessment of their key children knowledgeably to plan for their next stage of learning which ensures the children continue to make good progress, although the evaluations of activities and the impact of learning intentions are not always clear.

Children engage readily in conversation with each other and the staff. They express themselves confidently and actively engage with the stories and through their role play. When children play outdoors they take a tree branch and insert it into a pipe and say 'I'm Elvis, the fire fighter and I'm putting out the fire'. They are creative and enjoy engaging in dialogue with each other about scenarios they are developing themselves. Mark making resources are provided and the children use these well. Numbers and letters are displayed around the nursery to help children understand that information can be relayed in print. Children are confident in their counting and some recognise the correct numeral, such as in a game they enthusiastically play with number fans. Children are confident in understanding language in relation to shape, size, weight and volume and this is managed effectively through the activities and resources provided. Children use mathematical concepts, such as recognising whether something is 'more' or 'less than', when discussing what they need for their project. They measure and pour quantities of water in the water trough.

Children have good opportunities to explore and investigate their surroundings. They investigate the outdoor area freely and with interest, sharing the experience with each other. They talk with glee about seeing the rabbits or chatter freely as they climb trees. Children make, design and use their own ideas in their construction and creative activities which are supported with a good selection of tools. For example, when children are learning to follow letter patterns they ask to create envelopes which they do with skill, imagination and dexterity, extending the learning experience significantly with purposeful support from staff. They energetically sing 'Dingle Dangle Scarecrow' and 'Peter Rabbit' songs, laying quietly on the floor before bursting into loud singing and actions. The children enjoy regular French sessions. Children are competent in their ability to describe events and what they are doing as they relate family stories to the group.

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

The provision is good.

Children are highly valued as individuals and are treated with equal concern. Their individual needs are effectively met as staff use detailed registration forms to find out about children's allergies, special requirements, routines, likes and dislikes. Children develop a positive attitude to others and have good opportunities to learn about the wider world through activities, such as celebrating different festivals, such as Chinese New Year. Effective arrangements are in place to care for children with learning difficulties or disabilities. Staff work effectively with parents and professionals to help children develop their full potential. Children's spiritual, moral, social and cultural development is fostered.

Children behave very well. They take turns, learn to share toys and show consideration for others. They begin to understand right and wrong from consistent boundaries set by staff, who fully implement an effective behaviour policy. Staff provide age-appropriate explanations to help children understand the consequences of their actions and the reasons behind behaviour boundaries. Good behaviour is valued and children receive lots of praise and encouragement throughout the day to help build their self-esteem.

Partnership with parents and carers is good. Staff build strong and trusting relationships with parents, who are kept fully informed about the nursery through detailed information about the setting and their child's development. For example, newsletters, a prospectus, assessment records, notice boards, parents' evenings and detailed daily written feedback for young children. Pre-school children benefit from effective partnerships with parents which is enhanced through, for example, information about the Foundation Stage and opportunities to discuss their child's development with staff daily or at a parents' evening.

### **Organisation**

The organisation is good.

The setting is well organised and rooms are laid out to maximise play opportunities for children. Staff regularly attend and update training and have a good knowledge of childcare and education which they use to provide stimulating opportunities for all ages. Children benefit as staff are committed to developing their skills and have attended training, such as 'Birth to three matters'. Staff are deployed effectively and work well as a team, consistently interacting with children to give them effective support and encouragement, which helps them feel secure and confident. When necessary supply staff are employed to ensure ratios can be maintained. Detailed documentation is in place, regularly reviewed and fully implemented by staff, to help keep children safe and healthy. Children benefit from a well structured day with clear and effective routines to ensure they enjoy their time at the nursery.

Leadership and management is good. Staff have attended training and have a clear understanding of the Foundation Stage curriculum to help children develop well in all areas. They use effective planning to provide a broad range of activities. Effective induction arrangements help staff fully understand their roles and responsibilities and ensure children benefit from their time at the nursery. Staff appraisals are completed which are linked to staff's individual training needs. Continual training and development is fully encouraged. Staff have a good understanding of the 'Birth to three matters' framework and the Foundation Stage. Regular staff meetings take place to make sure continuity is maintained and information and planning is developed in the interest of the children. Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection the provider agreed to improve documentation, record keeping, safety and hygiene practice. Most of these areas have been completed. Hygiene procedures have improved by ensuring that children have individual bedding when they are sleeping. Records and documentation have improved by making sure daily records of staff attendance indicate where staff are deployed and during what times. In addition there are records of all portable appliance testing to show that safety requirements are met. However, there is still no effective means of recording any incidents in the nursery and this was raised again at this inspection.

### **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 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 the setting's risk assessment is effective in eliminating all hazards for children, in particular the action taken to ensure the outdoor play area and resources are safe at all times
- ensure fire drills are practised frequently and an incident record book is available

#### 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):

- consider ways to enable parents to contribute their own observations to assessment records so that they share more actively in their child's learning
- continue to develop monitoring and evaluation systems to prioritise areas for improvements. (also applies to care)

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