

# Treetops Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362290
<b>Inspection date</b>	05 August 2008
<b>Inspector</b>	Lesley Sharples
<b>Setting Address</b>	Treetops Nursery, 32 Carlin Gate, BLACKPOOL, FY2 9QU
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<b>Registered person</b>	Treetops Childrens Nursery Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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?

Treetops Day Nursery is situated in the North Shore area of Blackpool. It has been registered since January 1991, but since September 2007 under the current registered provider, which is a limited company. The nursery is set within a dormer bungalow and provides five rooms and a baby unit, all sited on the ground floor. Additionally there is a kitchen and children's bathroom. The upstairs accommodates another kitchen, staff room and office. There is an outdoor play area to the rear of the premises with both hard and soft areas for the children.

Registration is for a maximum total of 47 children under eight years. Currently there are 86 children on roll of whom 46 are in receipt of nursery education funding and of these 33 are three year olds. The setting supports a number of children with learning disabilities and difficulties. The nursery is open throughout the year, apart from Christmas and Easter, from 08.00 to 18.00 each weekday.

The staff team of 12 is managed by an early years professional who has a level 6 qualification. There is one member of staff who holds a National Vocational Qualification (NVQ) level 4, seven members of staff who hold level 3 qualifications, one member of staff who has completed

NVQ level 2 and another member of staff is currently undertaking training. There is a support member of staff who is the cook. Advice, support and training are gained from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are actively learning and understanding effective health and hygiene practices because staff positively encourage children to look after their own personal needs. Children are well able to do this and have ideal facilities for hand washing and wiping their noses, to help prevent the spread of infection. However, nappy changing routines do not meet young children's individual needs. Children stay healthy because staff follow current health and hygiene procedures and a clean environment is maintained, especially in the kitchen. Documentation is in order in relation to accidents and medication administered, which is then appropriately shared with parents. Significantly, most members of staff have current first aid training and some hold basic food hygiene certificates in line with current guidance. This means that they can prepare food hygienically and offer advice and support in case of accidents or illness.

Children have their dietary needs met as staff record information to ensure children are provided with alternatives. Children are learning the importance of eating nutritious food because topics are carried out, such as the 'five a day' rule, and they make healthy drinks and go shopping for food. A dental nurse has talked to them about foods that are bad for teeth which reinforces messages. Menus do not reflect fresh produce and some meals are not nutritionally balanced. Mealtimes have been reviewed so that tablecloths and a vase of paper flowers provide a homely feel. Snacks are frequent but can disrupt children's play throughout the day. Children freely access drinking water from a water cooler. Additionally a record is maintained of how much children drink in the day to ensure they are well hydrated.

Outdoor play contributes to the health of children and extends their physical development opportunities. Suitable precautions are taken to protect children from too much sun, such as monitoring the amount of time they are outside, and staff are vigilant in using sun creams. Outdoor play is an integral part of the provision. Movement, sense of space, health and bodily awareness and using equipment, tools and materials are all effectively incorporated into children's play. Most children are developing competence and control within the space available. They enjoy practising their skills, such as pouring water down drainpipes and using water and paintbrushes for outdoor art. Children rest and sleep according to their needs and in consultation with parents. Young children have individual cots, prams and beds for their use with individual items such as bedding, so they are comfortable and sleep well.

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

The provision is satisfactory.

Children are cared for in a welcoming setting which staff make attractive by displaying artwork, posters and plenty of photographs. Newly decorated areas, changes to where children hang their coats and more resources have improved facilities. Agreed areas for development include the toilets and the lack of privacy afforded to children. Staff ensure there is provision of a wide range of activities and equipment each session, which helps develop children's sense of belonging and interest in learning. The use of available space, however, is not always maximised so that children have full opportunities throughout the day. Resources are well organised in mostly

child-height storage units to develop their independence and enhance their play. The range of toys and equipment is suitable for different ages and abilities, meeting children's needs effectively. Children are learning to tidy up, encouraging them to take responsibility for their own and others' safety.

Children are kept generally safe because staff have a good understanding of procedures. Staff take effective measures to ensure children's safety indoors but the outdoor area lacks thorough risk assessments to maintain a hazard free environment. An audit is carried out of where accidents occur so that potential risks can be minimised, to improve children's safety and well-being. Children have regular weekly opportunities to practise the emergency evacuation procedures, so they are familiar with requirements. Premises are kept secure and access is only gained by ringing a bell and being let in. Visitors sign in and everyone is accounted for on the premises at all times. The collection of children is fully monitored by only allowing children to leave with those persons known to staff and authorised by parents. Children are also learning how to keep themselves safe when outside the setting. They are well informed by staff who are competent in and practise proper procedures, talking about crossing the road and wearing high visibility jackets. Younger children are taken out on a 1:2 ratio. This means outdoor experiences enhance learning opportunities safely.

Children's welfare is carefully safeguarded because staff have a clear understanding of their responsibilities in relation to child protection. The designated person has undertaken training and this is disseminated to the rest of the staff team so that they have the knowledge to protect children in their care. The staff have a clear and detailed procedure for dealing with child protection concerns, which contains all of the required elements. Furthermore, reference to additional reading is included for staff's information. The government guidance 'What to do if you're worried a child is being abused' is available for reference as required.

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

The provision is good.

Children are very happy and content because they are able to build warm and affectionate relationships with staff. Children enjoy and achieve because planning links successfully to the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage so that all areas of learning are offered. They eagerly participate in planned and spontaneous activities and experiences which extend and support their own interests. Young children are observed during their play, staff assess what they can do and plan for their next steps in learning. This individualised planning ensures they are appropriately stimulated and progressing well.

Children under two years have many opportunities for self discovery play in the form of many themed treasure baskets and in creative experiences. These include items and activities which develop all of their senses, such as different smells, various textures in baskets, messy activities, music to listen to and activity gyms. Staff interact with children at their own level and children especially enjoy listening to stories. They are learning new words and their vocabulary is increasing as they converse with others on the telephones. They also gain a sense of self as they look in the mirrors and are acknowledged by staff with plenty of smiles and encouraging words. Growing independence is fostered well for two year old children as they are able to decide what they want to play with and enjoy the benefits of playing with older children and all the resources and activities available to them.

Nursery education

The quality of teaching and learning for nursery education is good. Staff demonstrate their comprehensive knowledge and understanding of the Foundation Stage curriculum, which they use to plan a range of creative and innovative activities and experiences for the children. They are constantly striving to improve the provision for children by the way they observe, assess and plan to ensure children progress well. Staff mostly understand the importance of intended learning outcomes when planning for children's next steps in their learning, and teaching methods, expectations and questions challenge and support children to achieve as much as they can.

Children are flourishing from the activities provided for them because they are inquisitive and motivated to learn. They settle well into the setting and show a sense of belonging as they greet staff and each other. They are involved in and interested in activities throughout their day, displaying increasing self-confidence and independence. They make decisions about their play as they choose which room they wish to go in. Children persist at their play for long periods and develop their ideas and thinking, for example, when building a bridge from construction resources with support from a member of staff.

Children are making good progress towards the early learning goals for all six areas of learning as staff pursue the interests of children to encourage these. They learn about their own community, for example, visiting a ship which ran aground in rough seas close by and extending this to include learning about people who help others and creating their own three dimensional boat to display. Children confidently practise their writing skills as they access mark making in different ways. They competently write their own name, draw a pond for the frogs and use the computer to design. The use of information and communication technology is not always available for children and limits chances to explore learning possibilities. They use their developing language skills confidently and enjoy talking to each other and expressing their ideas. Positional language is used when using the programmable toy so they demonstrate their understanding of 'forwards' and 'backwards'. Understanding concepts of number is achieved through rhymes and using story boards. They love singing with the visiting musician and ably calculate, deducting numbers successfully.

Creative opportunities provide a wealth of experiences with textures, materials and media. They use their imagination well in decorating large cardboard tubes, cutting out letters they have formed or adding glitter. Children use props and accessories to support their role play. They use tills and money in the shop and reflect home life with dolls and prams. Staff interact with the children to question their understanding and challenge their thinking. This effectively helps them express themselves and develop the learning opportunities of planned and unscheduled activities. Consequently, children are achieving well and enjoy their time in the setting.

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

The provision is good.

Children are cared for by staff who work exceedingly well to meet their individual needs, especially new children settling in. Staff effectively use information gained from the parents to ensure they have an excellent understanding of the children's needs and are introduced to their key person. This results in the children enjoying a smooth transition into the provision. Inclusion is an integral part of the nursery's ethos. There are good systems in place to provide for children with learning difficulties and disabilities. Staff clearly understand the importance of strong partnership with parents in supporting these children so they can attain their potential. Staff also work in close partnership with other professionals so that families have all-round support.

Children play harmoniously together as they share toys and enjoy playing as a group. Behaviour is exceptionally good because the children are busy and on task throughout the day. Positive interactions from staff promote children's self-esteem. They receive genuine ongoing praise and encouragement for their efforts and stickers are also used to promote positive behaviour. As a result, children learn right from wrong. Children use manners, such as 'excuse me please', which staff actively encourage and they act as good role models themselves. Consequently, children respond to requests and are courteous and kind to each other. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Children benefit from the close relationship between the parents and staff and the way that information is shared, for example, through discussion, information displayed on the noticeboard, regular newsletters and invitations to spend time with their child's key person. Daily diaries are used for younger children to reflect their routine aspects of their day. Older children have a 'home-link' book encouraging parents to include what children do at home, which prompts discussion whilst children are in nursery. Parents are not encouraged enough to be actively involved in their children's learning at home so that there is continuity between what children are doing in the nursery. Staff purposefully seek parents' views in order to continually improve the provision. Parent questionnaires are a relevant example of how this is achieved and comments are displayed in the entrance area for all to see. Policies and procedures are made available and there is a clear understanding of the requirements relating to complaints.

## **Organisation**

The organisation is good.

Children are cared for in a successfully organised and well-managed setting. They have access to a wide range of activities, resources and experiences each day because staff carefully plan for their enjoyment and learning. The staff team is effectively deployed to ensure children are very well supported in their play and learning. There are clear and robust systems in place for the recruitment and vetting of staff and these are successfully implemented by the management team so that children are cared for only by staff who are suitable to do so. In addition, the effective induction and appraisal procedures mean that staff are equipped to care for the children and have a good understanding of the provision's policies and procedures.

The staff team all have training or qualifications in childcare, apart from one. Some hold designated responsibilities, such as equal opportunities and health and safety. They fully understand their roles and responsibilities and work well together as a team. Staff enjoy regular access to training and as a result they have a good understanding of child development and are up-to-date with current practice. There is a high level of commitment to training and personal professional development, for example, the registered provider is undertaking a foundation degree course.

All of the required documentation is accurately completed. There are substantial policies and procedures in place which work effectively in practice to promote the safe and efficient management of the setting. Records of children's information promote their welfare, care and learning, and the importance of confidentiality is acknowledged and maintained.

The leadership and management are good. Both the registered provider and manager are committed to the improvement of care and education for children in an inclusive environment. The provision for nursery education is monitored and evaluated effectively, for example, identifying improvements for the outdoor area and implementing changes to observations and

planning for individual children. Staff are regularly consulted in staff meetings and the manager speaks highly of them. Observations are made of staff in order to evaluate their skills so that children benefit from improvements and work is based on consistently good early years practice, in-keeping with the nursery's policies and is evident in the positive outcomes for children.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **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):

- consider the individual needs of children when managing their care needs to ensure their key person plays a significant role
- ensure the menu reflects nutritionally balanced meals and snacks for children and consider how these are offered to children throughout the day
- provide appropriate privacy for children when using the bathroom
- undertake risk assessments to maintain a safe environment when children are playing outdoors.

#### **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):

- provide children with ongoing opportunities to use information and communication technology
- review how information is gathered from parents to ascertain children's starting points.

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)