

Treetops Day Nursery

Inspection report for early years provision

Unique reference number	EY379577
Inspection date	10/12/2008
Inspector	Christine Cutts

Setting address	Unit 5, Centenary Business Park, Station Road, HENLEY-ON-THAMES, Oxfordshire, RG9 1DS
Telephone number	01491 413336
Email	enquiries@countrysidenurseries.co.uk
Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Treetops Day Nursery registered in 2008 in the new premises and was previously registered in 1996 in the grounds of Henley College. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from its own premises in Henley, Oxfordshire and uses the whole of the building. A maximum of 75 children may attend the day nursery at any one time. The day nursery is open every weekday from 08.00 to 18.00 for 51 weeks of the year. There is a fully enclosed indoor and outdoor play space for the children to use. There are currently 50 children on roll, all in the early years age group and children have a choice of attending morning sessions, afternoon sessions or all day. The day nursery serves children mainly in the local community. The setting has provision to support children with learning difficulties and/or disabilities and who speak English as an additional language. The setting employs 12 staff, of whom one holds a teaching qualification, five hold a Level 3 childcare qualification, two hold a Level 2 childcare qualification and three staff are working towards a Level 2 childcare qualification.

Overall effectiveness of the early years provision

The provision is effective in promoting children's welfare and learning. Staff know the children very well and ensure they meet their individual needs with additional support for those that need it. The newly converted premises offers a bright, excellently resourced environment in which children feel secure and confident and that promotes very well their interests and their curiosity to learn. The group promotes inclusion positively so that all children are welcome and supported, becoming fully involved in all aspects of the nursery. The group are very aware of their strengths and areas for improvement, and are committed to improving the quality of their provision.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to develop observation, assessment and planning systems to promote continuous development and learning, by following up on previously identified next steps.
- continue to develop self-evaluation systems to promote continuous improvement in the quality of care for children
- ensure accurate systems are in place to keep a record of children's attendance and their key person, including cover staff and when children or staff change rooms
- further promote children's pencil control and letter recognition by providing more opportunities for children to practise writing their own names to label their work

The leadership and management of the early years provision

The strong staff team work well together with management to provide a seamless flow of activities throughout the day. The provision have self-evaluation systems in place and use of a self-assessment system helps the provision to identify strengths and weaknesses. However, these systems are continuing to develop into an effective system to aid forward planning. The nursery are settling into their new premises and are constantly reviewing systems and procedures to takes steps to promote improvement, where they have identified weakness. For example, to extend the children's access to musical instruments and create an outdoor play space. These have been addressed promptly to increase children's play opportunities.

Parents and carers are very supportive of the group and appreciate the effort the staff go to, to make the children feel welcome, secure and fully involved in the nursery. There are good communications between staff and parents with daily sheets, displays and regular newsletters, parents also have access to the children's records. Links with schools and other agencies are developing positively to support children through transitions.

There are effective daily checks to safeguard the children and all staff have had current training. Appropriate vetting procedures are in place to ensure all adults working with the children are suitable. Staff are appropriately qualified and are encouraged to undertake further training. Policies and procedure are in place that protect children's health and well-being; these include child protection and complaints. However, attendance records do not always clearly record changes when children or staff move rooms.

The quality and standards of the early years provision

Children play and learn in an active and productive atmosphere. Staff have a very good understanding of child development and use their knowledge effectively to plan and provide a broad range of interesting learning opportunities. Independent access to many resources enables children to select their own activities, ensuring children are motivated and interested to learn. This is further enhanced as staff use written information provided by parents to plan activities based on children's interests.

Children are relaxed and secure in the care of the nurturing staff. They are increasingly confident and developing good self-esteem as staff listen attentively and value their contributions. An effective key person system is in place, enabling staff to provide each child with an individual approach. Staff use questioning very effectively to support children's learning and extend their understanding. Observations and assessments are completed frequently by staff and all children make good progress towards the early learning goals. However, children's next steps are not always revisited to ensure continuous development.

Children benefit as staff plan stimulating activities covering all areas of learning.

They have access to a mark-making area, can independently access a wide range of creative resources and also enjoy sharing stories in the comfortable book corner. However, children are not always encouraged to practise writing their names when labelling their own work. A successful balance of adult-led and child-initiated activities allows children to learn at their own pace whilst enabling staff to provide support. For example, staff work with some children on a water based activity using cups, funnels and water mills, supporting and extending their understanding through effective questioning, whilst other children play together in making up a musical marching band. Babies have access to a wide range of cause and effect toys and staff talk and join their play, encouraging communication, look at material and board books and play with sensory toys and sand. Toddlers enjoy washing the dolls or making meals in the play kitchen.

Children's health and welfare is effectively promoted. They have access to suitable hand washing facilities and child-friendly activities, such as washing off the glitter 'germs' are used to remind children of good hand washing practices. Children are encouraged to make healthy choices about what they eat and drink. They sit together to share nutritious meals, such as pasta, or snacks of fresh fruit. Children rest and sleep according to their own needs and babies have their own bed linen and are frequently checked.

Staff provide ample opportunities for children to participate in physical activity, both indoors and outside. For instance, children thoroughly enjoy the 'learning with Lou' session, during which they listen to music and move accordingly, 'moving like snow flakes'. Children play outside in the safe and secure indoor and outdoor play space on a daily basis and go for regular outings to the local parks or riverside walks.

Children benefit from regular opportunities to learn about the wider world as they play with a toys and resources that are representative of diversity. Staff demonstrate that children's home experiences are valued and teach children about a range of cultures and beliefs.

Staff are consistently polite and respectful, acting as positive role models for behaviour. Children understand what is expected of them and their behaviour is very good.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints received by Ofsted since registration

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.