

Treetops Nursery

Inspection report for early years provision

Unique reference number	322395
Inspection date	10/11/2008
Inspector	Chris Scully
Setting address	96 Stonebridge Lane, Croxteth, Liverpool, Merseyside, L11 9AZ
Telephone number	0151 548 1068
Email	
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 1999 and is situated in Croxteth near to Croxteth Country Park in Liverpool. It is owned and managed by a private provider. A maximum of 53 children many attend the nursery at any one time with an additional 12 children attending the out of school provision. The nursery is open from 08.00 until 18.00, Monday to Friday all year round. All children share access to an enclosed garden for outdoor play. The provision is registered to care for children on the Early Years Register and the Compulsory part of the Childcare Register.

There are currently 51 children on the early years and six children on the later years on roll. A number of children receive funding for early education. Most of the children who attend live on the nearby private housing estates.

The nursery employs eight members of staff. Of these, seven hold appropriate early years qualifications. One member of staff is working towards a qualification. The setting receives support from the Local Authority.

Overall effectiveness of the early years provision

The knowledge of each child's individual needs ensures that staff promote most aspects of children's learning satisfactorily. Children enjoy learning about their community and the world around them, although they are not always kept safe and secure due to omissions in policies and procedures. Some plans are in place, however, they do not always provide a balance of adult and child-led play experiences. The weaknesses in self-evaluation means that priorities for future development are not identify resulting in a service that does not respond to the needs of all the children.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- organise resources and activity areas so they are stimulating and interesting for children and ensure there is a balance of adult led and child initiated activities (Suitable premises, environment and equipment) 24/11/2008
- ensure parents sign to acknowledge the entries in the medication record and ensure sufficient information is in place regarding children's individual medical needs (Safeguarding and promoting children's welfare) (also 24/11/2008

applies to the compulsory part of the Childcare Register)

- ensure sufficient staff are on duty during the early part of the day (Suitable people)
- revise the safeguarding policy to ensure it contains accurate information on the action to take should an allegation be made against and ensure this is understood by all staff. (Safeguarding and protecting Children's welfare) (also applies to the compulsory part of the Childcare Register)

24/11/2008

24/11/2008

To improve the early years provision the registered person should:

- ensure risk assessments cover anything with which a child may come into contact with, are sufficiently detailed including outings, the garden and are updated to include any changes
- ensure observation and assessment systems are applied consistently across all rooms and information is used to support future planning.

The leadership and management of the early years provision

Staff have opportunities to attend training courses in order to enhance their own development and to support children's welfare and learning needs. For example, staff have recently updated their knowledge on equality and diversity and have instigated systems for identifying children's linguistic needs. Staffing ratios are generally maintained, with the exception of the early part of the morning, which on some occasions means there are insufficient staff on duty to ensure children's safety. Staff are suitably checked and vetted, however, there are no procedures in place for ensuring staff's ongoing suitability and induction systems are not robust as there are no systems for ensuring staff fully understand all of the information presented to them. A safeguarding policy is in place, however, it does not contain sufficient information on the action to take should an allegation be made against staff, which impacts upon staff's ability to take suitable action to protect children.

Systems for self-evaluation are in their infancy and have not identified specific areas for concern, such as policies and procedures with regards to fire evacuation from the first floor. Risk assessments are in place, but do not cover all of the areas used by children, for example, there are no detailed risk assessments for the garden, outings or transporting children in a vehicle, which impacts upon children's safety. Little impact has been made in addressing some of the issues raised at the last inspection. This includes the organisation of activities and resources for older children to provide a stimulating and interesting environment, which also reflects an interest in print to support children's language and literacy skills. This impacts upon the children's learning opportunities.

Systems for sharing information with parents are working well. Parents are appropriately informed of their child's time at the setting and have regular written updates of their progress and achievements. The setting has approached local

schools in order to develop systems for sharing information and is aiming to work in partnership with them in order to provide continuity for the children. Most consents are in place, which means children are generally cared for in line with their parents' wishes. However, the systems for parents acknowledging the entries in the medication record are not sound and lead to a number of entries not being completed. Some information is in place regarding children's medical needs, although on some occasions these are not sufficiently detailed with the action to take should a child have an allergic reaction. Consequently, staff are not able to take appropriate action.

The quality and standards of the early years provision

Staff have a suitable understanding of the learning and development requirements, which means children are able to become engaged in a number of play opportunities. Daily routines are created to focus on the needs of each child. Systems are in place for the planning of activities, which in the main cover the six areas of learning, although plans in some areas are not consistently applied and means that on some occasions there is no specific focus for the day. Most areas are generally suitably organised and means most children are able to independently access their resources and to choose where to play. However, the organisation of the older children's room are not sufficiently stimulating, which on occasion leads to children becoming boisterous due to a lack of interest and sufficient challenge. This subsequently impacts upon their ability to engage fully in learning opportunities. Systems for observation and assessment are in place, but are not consistently applied across the nursery and results in the next steps in the children's learning not always being identified.

Babies are happy and contented as they giggle in delight as they play 'Peek a boo' with staff. They are comfortable in their surrounding' and confidently select their resources from low-level storage systems. They are eager to engage other adults in conversations and are eager to find out what they are doing. Babies and toddlers have opportunities to explore some sensory activities, such as painting and 'gloop'. However, there is a lack of real and natural resources across the provision to support children's investigative skills. Older children move freely between the activities provided and are mostly engaged in the play experiences provided. For example, children are keen to explain about the 'snow' they are using and inform visitors of how this was created and what will happen when it dries out. They use a range of descriptive words to describe what they can see and feel, such as 'floaty'.

Children learn about their wider world and community through the exploits and adventures of 'Monkey'. Monkey has visited many places including the dentist and doctor to have his injections as well as the airport to meet the fire-fighters. Photographs and several written accounts bring his adventures to life and provide children with an insight into other places and helps to allay their fears of going to see the dentist. Children have access to a wide range of resources depicting positive images and celebrated a range of festivals during the year. They are keen to celebrate the birthdays of their friends and happily count on their fingers how old they are. This enables children to develop a sense of belonging and positive

attitudes to others.

Children have some opportunities to recognise letters and sounds, a number of older children are able to identify the letter that begins their name. However, there are limited opportunities in the older room for children to identify letters in the environment or to independently practise their mark making skills, for example, in role play areas. This impacts upon their ability to maximise their learning. Key worker systems are progressing well with named staff having an understanding of the children's individual needs. Children have access to a range of programmable resources across the setting which supports their understanding of technology.

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?	4
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	4
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- | | |
|--|------------|
| • take action as specified in the early years section of the report (CR2) | 24/11/2008 |
| • take action as specified in the early years section of the report. (CR8) | 24/11/2008 |

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 made to Ofsted since the last inspection.

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.