

# Treetops Nursery (LMC Lancaster)

Inspection report for early years provision

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<b>Unique reference number</b>	309613
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<b>Inspector</b>	Lesley Sharples

<b>Setting address</b>	Lancaster and Morecambe College, Morecambe Road, Lancaster, Lancashire, LA1 2TY
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<b>Type of setting</b>	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 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).

## **Description of the setting**

Treetops Nursery LMC (Lancaster and Morecambe College) is situated on the main road between Lancaster and Morecambe. The premises are a detached single storey building located within the main college campus. Facilities for children include a large playroom for pre-school children, two adjoining playrooms for children age two years, a dining room and quiet room. There is an enclosed outdoor play space to the front of the nursery.

The nursery is registered on the Early Years Register for a maximum of 40 children from two years to five years. It is open college term time only for 40 weeks each year from 08.15 to 17.00 each weekday. Children attend for a variety of sessions with priority given to children of students studying at the college, but open to the wider community. There are currently 78 children on roll. The nursery supports children with learning disabilities and difficulties and for whom English is an additional language. There is a fully qualified staff team and the nursery also has students on placement from the college.

There is a staff team of 10 led by the manager and deputy who have both gained the Foundation Degree in Integrated Education of Children and Young People. Of the remaining staff all hold a level 3 qualification apart from one working towards this. Advice, support and training is gained from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding. The knowledgeable and highly motivated team of staff work successfully together and are positively committed to continually evaluating the provision and making improvements. This is a real strength of the setting. Children feel a genuine sense of belonging within the inclusive setting where their uniqueness is fully recognised. Partnership with parents and others is very strong and all work together to meet every child's individual needs.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- consider the rhythm of the day so that children are not fully interrupted in their learning and development by routines, such as snack times
- continue developing the outdoor provision to maximise learning and development opportunities for children.

## **The leadership and management of the early years provision**

The strong management team have a clear and focused vision on the overall effectiveness of the provision, even good practice is evaluated to ensure continuous improvement promotes better outcomes for children. All recommendations made at the last inspection have been fully implemented, resulting in better practice. Several formats are used with great efficiency to evaluate all aspects of the provision, to put practical measures in place. For example, all children used all areas but it was felt they did not gain maximum benefit from this, so a change in how space was used has impacted positively on children's learning and development. Staff's professional development is also a key factor in the continuous progress of the nursery with both the manager and deputy having just completed the foundation degree. They opted to visit three European countries to view day care, which has subsequently influenced practice, mainly relating to outdoor provision.

All aspects of documentation are effectively filed, professionally maintained and shared with parents where appropriate. All necessary documentation for the safe management of the provision is in place. Staff are very knowledgeable about how to safeguard children and protect their welfare according to their particular level of responsibility. This is supported by a rolling programme of related training. Staff create a warm, welcoming environment where children know that they are welcomed and valued as individuals. There is a high level of individual support for children. Successful links with parents, carers and other agencies mean that children with additional needs are efficiently included in all opportunities. Parents speak highly of the progress their children are making and how much they are kept informed through their learning journals, in which they are invited to comment. They add that extended family members enjoy looking at the wealth of photographs reflecting their joy in everything they do. Parents opinions are sought and evaluated through questionnaires and consideration by staff is given for ongoing initiatives to include them as much as possible in nursery life. Contact is retained with a family when they return to Russia for a period, so that continuity is maintained with the child, through exchange of emails and photographs, such as children waving hello from the nursery and the child in a park in Russia.

## **The quality and standards of the early years provision**

Children arrive happily at the setting and greet staff cheerfully and with great enthusiasm. They quickly settle at their chosen activity and concentrate exceptionally well. The nursery offers a wonderful stimulating and industrious learning environment for all children. They are drawn in by invitingly arranged resources and activities and encouraged by skilful, knowledgeable staff. Consequently, children are motivated to be active learners and are achieving well towards the early learning goals. Staff ably enrich children's experiences through their ethos of 'scaffolding'. This means they offer a beneficial balance of self-initiated and adult-led opportunities, based on supporting children's interests. However, the rhythm of the day is interrupted by snack time, which means that they may not complete tasks they are doing and takes away decision making.

Importantly, individual learning needs are totally recognised through exemplary observation, assessment and planning for children's next steps. Initial information relating to children's starting points are gathered with the parents by their child's key person and incorporated within individual learning journey files. Significantly, children's learning is closely monitored so that progress can be tracked to ensure all six areas of learning are covered equally. Exceptionally, children gain a lot of pleasure from their 'books' and proudly get them out of their drawers to show to each other and discuss the contents. One child recognises the same tee shirt in a photograph that he is wearing. This all reflects the complete understanding of requirements for individual learning and development by staff who use reference documentation well, plus the continual refinement to the systems to produce first class achievement records.

Children's future economic well-being is a real strength within the nursery because of the wealth of experiences available which capture their interest and which they are highly competent in using. For example, the listening centre with headphones, a digital camera, voice recorders and camcorders. These are in addition to the computers and lap tops children use efficiently to manage simple programmes. Aspects of diversity and learning about others forms part of everyday play. Children use a real size wheelchair as part of their resources, and it fits in well with the current hospital role play theme. Innovative opportunities for mark making, on clip boards to record temperatures and at the reception area, show the thought and attention the team give to providing learning opportunities. Especially notable is the doll who attends part-time called 'Taric', who also has a learning journey and individual drawer. This resource promotes children's personal, social and emotional development as they hold conversations, take him home and express their feelings and needs through him.

Children keep safe, healthy and have their dietary needs fully met. Frequent chances to play outdoors each day and in the natural surroundings promotes their physical development and gain benefits of fresh air and sunshine. Children are encouraged to be independent in their self-care skills, they can put on their outdoor shoes and wellies and know where tissues are for blowing noses and the bin for disposing of them. Improvements have been identified to provide improved experiences outdoors and this is seen as a priority. Children go on many outings into the local and wider communities, they learn about living things, currently watching tadpoles develop, knowing that they grow into frogs. Children are flourishing and enjoying their learning.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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