

Treetops Nursery

Inspection report for early years provision

Unique reference number	322395
Inspection date	11/06/2009
Inspector	Margaret Patricia Mellor
Setting address	96 Stonebridge Lane, Croxteth, Liverpool, Merseyside, L11 9AZ
Telephone number	0151 548 1068
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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 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. It is owned and managed by a private provider, and is situated near to Croxteth Country Park in Liverpool. Children use three nursery rooms for their care, play and learning. There is a secure, fully enclosed garden for children's outdoor play. It primarily serves families living in and around the local community.

The provision is registered to provide care for a maximum of 65 children aged under eight years at any one time. It provides an all year round service on Monday to Friday from 08.00 to 18.00.

There are currently 53 children on roll on the Early Years Childcare register. They also provide care for 12 children aged over five years, and this provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register.

The nursery employs 14 members of staff, including a chef. Of these, 10 hold appropriate early years qualifications. The chef is employed for the preparation of children's meals and snacks. They receive support from Liverpool Early Years Development Child Care Partnership, and an early years teacher advisor and development worker. They provide funded early education for three and four-year-olds.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children enjoy their time in nursery and learning about their local area and the wider community. Good emphasis is given to healthy eating, and, although, risk assessment has improved limited information is recorded. Staff plan a suitable balance of activities and are aware that the assessment arrangements to support children's learning and development are not yet fully developed. Partnerships with parents is a key strength and greatly contributes to staffs knowledge of children's individual needs, and creating an inclusive atmosphere. The manager demonstrates commitment to continuous quality improvement, and recognises that the procedure for promoting better outcomes for children is still in its early stages.

What steps need to be taken to improve provision further?

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

- continue to develop procedures for risk assessment, and evaluating the quality of the provision offered that help to promote better outcomes for children
- continue to develop staff's knowledge of the learning and development requirements, and how observations are used to inform assessment and planning learning activities for each child

- exploit the mathematical potential of the indoor and outdoor environments, for example, enabling children to discover things about number through practical situations, such as numbering parking spaces for wheeled toys.

The leadership and management of the early years provision

The nursery is managed sufficiently well and significant improvements have been made since the last inspection. Actions and recommendations relating to: the recording of children's medication and medical needs; conducting risk assessments; reviewing the safeguarding policy and understanding the procedures; staffing ratios; organisation of resources; and the observation and assessment arrangements have been met with a positive impact on the children's safety, care and quality of learning. Children's health and well-being are suitably promoted. Sleeping children are regularly checked keeping them safe, and appropriate hygiene procedures helps minimise the risk of cross infection. Children enjoy a well balanced diet with meals and snacks freshly prepared by the chef, and fresh fruit and vegetables are offered daily. They learn about a healthy lifestyle through their daily routine, planned activities and regular physical exercise. Written policies and effective organisation of the daily documentation also contributes to children's well-being.

The manager and staff work well together reflected in children's happiness and sense of belonging. Successful partnerships with parents, and 'My child at home' booklets helps the key person to become familiar with each child's needs, and starting points. As a result staff respond well to their individual needs and all children are included and engaged in their play. Ongoing sharing of information is good, for example, daily diaries to take home, newsletters, regular open evenings and progress reports. Parents support their children's learning helping to develop the nursery allotment, for instance. They speak positively about the care provided through questionnaires, with comments, such as, 'We are extremely happy', and 'Excellent care and activities'.

Children benefit from appropriate adult support. Staffing ratios are maintained throughout the day, and effective vetting procedures ensure adults suitability to work with the children. Ongoing safeguarding training ensures staff are clear about their roles and responsibilities for reporting concerns. Risks assessments, however, lack detailed information about aspects of the premises that require to be checked and reviewed. Staff welcome support into the children's educational activities from an early years teacher advisor, and have identified Early Years Foundation Stage training to further develop their knowledge and skills. The manager is keen to promote better outcomes for children, for instance, future developments include, ongoing staff development. They are beginning to consider the views of parents and staff, and recognise that the more formal procedure for evaluating the quality of the provision offered are not yet fully developed.

The quality and standards of the early years provision

Children happily engage in their play and are making steady progress in their learning and development. Freely choosing toys that appeal to their interests promotes confidence and independence, and this has greatly improved since the previous inspection. Staff motivate children's learning encouraging them to talk about what they are doing, and sharing and reading books with them. They support children's interests well, for instance, introducing dinosaurs into the sand, water and role play areas. They plan a flexible timetable, which provides a suitable balance of child-initiated and adult-led activities. For example, children happily engage in small world play or construct with blocks, and daily plans show opportunities to join in creative play.

Planning includes topics, and visits to places of interest, such as the park or school for the blind when children discover braille as another way of communicating. Key person systems are progressing well with named staff having a sound understanding of the children's individual needs. They identify the areas of provision and activities in their weekly planning for their key group children. They use starting points and observation linked to the areas of learning to monitor children's progress, and each child has a development file where information is recorded. Staff are beginning to use this information to identify future activities linked to the child's next steps in learning and achieving. They recognise that the systems to record children's progress toward the early learning goals and help them achieve their full potential have not yet been fully implemented.

Staff help children to become aware of keeping themselves safe. For instance, when the local lollipop person visits children role play crossing roads with props they make. Outdoor play is part of the daily routine, and regular fresh air, climbing, and digging with simple tools, fosters children's co-ordination, strength and stamina. Tasting the vegetables they grow very positively nurtures children's interest in healthy eating, and helping themselves to water when thirsty promotes independence. Babies love to explore the many different textured materials using their senses, and toddlers begin to make connections when playing with the interactive toys. Children progress well in their creative development, and have free access to books for enjoyment, mark-making resources and a computer nurtures their skills for the future. However, the learning environment is not rich in numerals, therefore, children's mathematical potential is not fully exploited.

Children are very happy in nursery, and displaying their self-portraits fosters their sense of belonging and a welcoming environment. Reassuring cuddles from adults helps babies feel secure, and children respond warmly to their kind words of praise and encouragement. Children relish exploring wildlife as they hunt for bugs under logs with magnifying glasses, and learn that seeds they plant need soil, light, and water to grow. They become aware of differences and learn respect for others. For example, they play with different ethnic dolls, look at books with positive images of race and disability, and celebrate other cultures. Children learn about the wider community creating their own 'Superlambanana's' for Liverpool Capital of Culture, and talking about their exploits with 'Monkey' when visiting the doctors or dentist helps them make sense of the world.

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

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
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

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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