

Treetops Nursery

Inspection report for early years provision

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Inspector Jasvinder Kaur

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Type of setting Childcare on non-domestic premises

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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*.

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Description of the setting

Treetops Day Nursery is one of the nurseries run the Treetops Nurseries Limited. It opened in 2002 and operates from seven playrooms on two floors in a purpose built building. All children share access to a secure outdoor play area. The nursery is in a residential area on the outskirts of Dudley, West Midlands. It is open each weekday from 7:30 am to 6:00 pm for 51 weeks of the year.

The nursery is registered on the Early Years Register to provide care for a maximum of 75 children in the early years age group at any one time. There are currently 153 children from birth to under five years on roll, some in part-time places. The nursery supports children who speak English as an additional language.

The nursery employs 31 staff with occasional student placements. 14 of the staff, including the manager, hold appropriate early years qualifications to level 3 and 15 staff members hold level 2 qualifications. There is also a cook and a domestic member of staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The children are provided for effectively in all aspects of the Early Years Foundation Stage (EYFS). The commitment to continuous improvement and the schedule of training for staff are the key strengths. Consequently, the children settle well in a highly commendable environment and are engaged in play which interests and stimulates them. Policies and procedures are inclusive and implemented successfully to promote children's welfare. The partnership with the local community, other providers and for the most part with parents contributes significantly to ensuring that the needs of all children are met. Regular self-evaluation by the managers, staff and parents makes sure that priorities for development are identified and acted on to promote good quality education and care.

What steps need to be taken to improve provision further?

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

- increase the challenges set for more able children to write simple sentences independently and reinforce their skills
- extend the arrangements for obtaining information from parents when the child first starts.

The effectiveness of leadership and management of the early years provision

Staff have a clear understanding of safeguarding children, so that the children are protected. They are aware of their responsibility to report any concerns to the Local Safeguarding Children Board. They demonstrate a good understanding of what to do in the event of an allegation being made against a member of staff and the implications this may have for their practice. Thorough policies and procedures are shared with parents to ensure they understand the duty of adults to safeguard children. Systematic recruitment procedures are in place for ensuring that children are cared for by staff who have completed appropriate checks. A safe and secure environment is provided. All staff are well aware of health and safety regulations through induction and well documented policies. A detailed risk assessment and daily safety checks are carried out in all areas to eliminate risks. Children learn to keep themselves safe through practical daily routines and guidance from staff. They are reminded of possible hazards during play. Constructive opportunities for reinforcement are also arranged, including visits from police, army and fire officers. For instance, staff and children drew flames on the ground, then they practise what to do and how to deal with it.

The new management has implemented a robust system to monitor and evaluate their practice, which enables the nursery to identify targets effectively for further improvement. Recent examples are improvements to the child-to-staff ratios, partnerships with parents, refurbishing all playrooms to promote children's learning and acquiring a teacher mentor to ensure ongoing training in the area of EYFS. All recommendations raised at the previous inspection visit have been met successfully. Evaluation of the setting includes listening carefully to the views of children, parents and staff.

Parents are encouraged to be enthusiastically and actively involved of through regular questionnaires, newsletters and a notebook where they can record their suggestions and comments. Staff recognise parents' and carers' contribution as partners in their children's care and well-being. Parents with professions such as being a policeman, soldier or dentist are invited to talk to children to enhance their knowledge. Opportunities are provided to share their child's day verbally, and regular parents' days are arranged to discuss children's progress and achievements. However, arrangements with regards to obtaining information from parents when the child first starts are not sufficiently comprehensive, which impacts on the challenges presented to individual children. The setting works effectively in partnership with other professionals. Staff meet with and invite the local pre-school staff to discuss individual children in order fully to promote continuity and progression.

Children benefit from the exceptionally secure and welcoming environment. Staff take well-considered steps to ensure the resources and the environment are fully sustainable. Furniture, equipment and materials are of high quality and suitable for all ages of children to support their development. The environment is conducive to learning, and staff use their skills to make excellent use of available resources, including effective deployment of personnel. All children have their welfare needs

met and achieve irrespective of their abilities or backgrounds. A wide selection of materials is available depicting positive images of diversity to help children to understand and respect the values of others. Children benefit from parents contributing to celebration of different festivals, for example making chapattis with the children on Diwali.

The quality and standards of the early years provision and outcomes for children

Children are provided with a wide range of opportunities to help them make good progress across all areas of learning and development except for more advanced writing skills. An effective key person system ensures that babies and older children become familiar with the provision and feel confident and safe. As a result children have supportive individual attention and show good levels of concentration, which helps their development. An excellent organisation of resources enables children to have free access and make choices of their play. All staff contribute to planning, which considers detailed information on the six areas of learning and development to cater for the needs of the individual and to plan next steps in learning. They have good observation skills for assessing effectively the progress children make. Children are enthusiastic and eager to express their skills in group games and talking about their activities, as the staff take part in play and enjoy being involved.

Children's health and well-being is high on agenda. All children show an admirable understanding of personal hygiene and healthy eating and make appropriate choices at snack and meal times. Appropriate drinks and water are available and accessible throughout the session. They have innovative opportunities to engage in a wide range of physical activities both indoors and outdoors. Open access to an outstanding outdoor play area provides a balanced and broad range of opportunities in the six areas of learning. Babies are extremely content and settled because their physical, dietary and individual health needs are met to an exceptional standard. Younger children show increasing control in holding and using scissors and mark-making tools.

Excellent opportunities are arranged for children to learn about their environment. They learn about the planets, talk about changes in the weather during themed activities and take advantage of individual weather conditions, for instance on a windy day they play with kites. Good use of local facilities is made, as children visit local farms, parks and Cadbury World. Discovering various mini-beasts in their outdoor play area and experiments with water, such as what items sink or float, advance their understanding of how things work. All children acquire basic skills in operating computers and simple equipment to develop their knowledge of how technology can help them in their lives.

Children use imagination and express thoughts whilst using a vast range of art materials to develop their creative skills. They produce their own art work alongside a wall display and more structured art activities for the purposes of themed pieces. This includes telescopes, rockets, planets and collages with dried leaves which they have collected. A range of musical instruments and sensory and

texture experiences, including hand painting, pasta, flour, jelly, ground rice, water and sand play, support children's talents.

Most children's communication skills are well supported, as the staff spend time talking to and engaging them as partners in conversation. Children listen to and join in with stories, nursery rhymes and staff directions in one-to-one and group situations. They benefit from a learning environment rich in meaningful print material, such as labels. Good opportunities are provided for children to make marks, to recognise their own names and to use their phonic knowledge to link sounds to letters such as 't' for 'tent' and 't-shirt'. However, limited challenges are set for more able children to write simple sentences independently and reinforce their skills.

Children develop understanding of numbers and shapes through daily routines and play, including matching and sorting shapes and colours, counting and singing number rhymes like 'five little monkeys'. They expand their simple calculation skills and learn about differences in size and pattern during role play and categorising toys according to size and colour. Effective questioning from staff encourages children to solve number problems, for instance how many children are wearing green.

Children are contented and confident in familiar surroundings, as the staff are sensitive to their needs and interests. They play happily in a friendly environment with self-selected resources. Good organisation of equipment and toys provides inclusive practice and enables children to use the resources imaginatively and follow their natural curiosity as learners. They are all well behaved and have a good awareness of right and wrong, responding positively to directions from staff.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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