

# Treetops Nursery

Inspection report for early years provision

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**Unique reference number**

EY391933

**Inspection date**

24/11/2009

**Inspector**

Lesley Gadd

**Setting address**

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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*.

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.

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## **Description of the setting**

Treetops Nursery is managed by Norfolk Primary Care Trust. It opened its doors under its current management in 2009 and the nursery operates from within the purpose built centre in Thetford, Norfolk. The nursery is easily accessible and has a secure, enclosed area for outdoor play. The setting is open Monday to Friday from 08.00am until 6.00pm, for fifty weeks of the year.

The nursery is registered on the Early Years Register and compulsory Childcare Register. A maximum of 60 children may attend at any one time in the early years age range. There are currently 80 children aged from three months to four years on roll in the EYFS age group, who attend different nursery sessions throughout the week. The setting is in receipt of government funding for early education. The setting welcomes children with special needs and children with English as an additional language. Strong links have been developed with local schools and other early years providers. The inspection does not cover other services offered by the children's centre.

There are 27 members of staff working in the nursery, 26 of whom hold appropriate qualifications. Five senior staff members, from the leadership team, are undertaking training to degree level in early years. The setting works closely with local authority advisors and other staff within the children's centre to ensure children and families needs are met.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Overall the quality of the nursery is outstanding. The children centre's management collective are actively supportive of the nursery and this linked to an inspirational nursery manager who is able to successfully lead a competent and enthusiastic senior team and staff group ensures that children are secure, happy and making significant strides forward in their development and learning from a young age. The setting demonstrates an exceptionally strong commitment to working in partnership with parents and other professionals working with the families, taking a lead role in ensuring that all children are valued and have the opportunity to reach their full potential. Children's safety and health are given excellent consideration and the setting has high aspirations for quality achieved through ongoing improvement and rigorous self-evaluation.

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

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

- implement plans to develop the provision outdoors for children, particularly in terms of growing more fresh produce and enjoying the challenge of hills

and hollows

- continue to embed new practices with all staff, particularly in terms of working with the children to support sustained, shared thinking with open questions.

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

All children show a strong sense of security and feel safe at the nursery. Comprehensive safety assessments are undertaken with regard to the indoor, outdoor environment and for any outings before children attend to ensure the facilities are suitable and risks to children are actively minimised. Security is excellent within the nursery as staff's supervision of the children is vigilant and they are only allowed to go home with those people included on the registration forms by parents or those with legal guardian ship. The setting has a comprehensive awareness of safeguarding issues and all staff receive regular training and supervision on this matter. A thorough recruitment procedure ensures staff working with the children are suitable and the settings collaborative working with other key agencies is exemplary, robustly ensuring that children are protected when necessary. The nursery staff team implements an effective strategy to ensure that children develop an excellent understanding about how to keep themselves safe, for example on the roads, which prepares them for future independence regarding these matters.

Clear vision from the nursery manager, regular consultation with all users, alongside excellent organisation and a well-funded training budget that support staff in undertaking additional professional qualifications, actively supports the setting in securing high morale amongst its staff team and in fostering a reflective ethos around the work with the children. This alongside rigorous internal and external monitoring systems and clear action plans ensures that improvements are quickly implemented for the immediate benefit of the children's learning and care. An example includes the settings awareness that younger babies would benefit from a 'monochrome' cosy area to stimulate their sight. Staff set an action plan in motion to collect items in black and white and set these in a cosy pod unit which is well used by babies and older children to explore and stimulate their senses. Furniture, equipment and resources are of a high quality and staff are deployed effectively throughout the nursery to ensure that outcomes for children are excellent.

The setting is highly committed to working in partnership with others and has a flexible, inclusive and sensitive approach towards parents, which fully promotes the care and learning of the children. There are well-established channels of communication between all parties involved with individual children and parents' views about their children's needs are actively respected. All documentation is accurate and clear, providing reassurance to parents about their children's welfare and demonstrating that the setting has a robust understanding of their responsibilities under the early years foundation stage (EYFS) for the safe management and well-being of the children. Staff effectively support all children's progress and offer exemplary services for those with identified special educational

needs. Children learning English as an additional language are welcomed and actively supported with their communication skills through a diverse range of activities and by staff who are bi-lingual. The nurseries pro-active approach to inclusion ensures that the children are well supported in reaching their full potential. Parents speak very positively about their children's experience at the setting including the fact that children 'love' staff, 'get excited when they arrive' and have made 'very good progress in many areas' 'since attending the nursery'. Parents also comment that 'as the children attend nursery' and 'are happy' they can for the 'first time' 'really think about training themselves' 'to get a better life for the family'.

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

Children are eager to attend and make significant strides in their learning and development in relation to their capabilities and starting points. This is because the nursery manager, senior team and staff group have a secure knowledge of the early years foundation stage and know how to implement a rich play curriculum for the different ages and abilities that attend. Children play a dynamic role in their learning and offer their ideas with great enthusiasm. Staff observe children at play to help identify their unique interests and skills, using this information and any discussions with parents, to identify clearly where their next steps in learning may be supported. User friendly scrapbooks and learning stories shared with parents help create a record of children's achievements. Children's play and learning are very well supported by high ratios of regular staff, who form strong bonds with the babies and children as they are caring and responsive. Staff engage in ongoing discussion to actively encourage children's discovery and learning, although practices for supporting children's thinking with open questions is not fully embedded with all staff.

Children are encouraged to show high levels of independence, curiosity, imagination and concentration and those less confident are gently nurtured as they gain the skills for learning. An enticing range of messy play activities are enthusiastically explored by the babies and children, providing rich opportunities for sensory stimulation and creativity. Natural resources presented in treasure baskets are carefully examined by all babies and children, who are keen to develop their knowledge about the properties of fur cones, metal spoons, and wooden items. Children's basic skills for future learning are exceptionally well supported. The excellent range of communication and literacy play opportunities ensures babies are vocalising early and older children quickly learn how to engage and make their needs known. The use of early sign language is a regular feature of children's and staff's interaction, to facilitate communication for all and particularly for those with special needs or English as an additional language. Books are used well by staff and children sit enthralled, enjoying active involvement in stories through the use of puppets. Early mark-making is actively promoted both indoors and outdoors with children showing early on how they can feed themselves using small implements and older children can form shapes on paper.

Babies are inquisitive learners and early 'peepo' games help them to develop their

early problem solving skills. Older toddlers and children are keen to count the number of bricks in a tower and notice when towers are big or small, displaying their skills in counting and knowledge of size. Remote toys, computers and the listening station equipment encourages all babies and children to develop confidence and skills with technology.

Children and babies are developing a rich understanding about others to help them learn about the society in which they live and to foster their future tolerance of difference. All children, regardless of age, gender or ability, are actively included in events and the setting ensures children are surrounded by positive imagery of wider society and celebrate world festivals. Children's and babies' health needs are met to an exceptionally high standard and they are consequently content whilst at the nursery. They enjoy nutritious food, designed to meet their individual dietary needs, and delight in the opportunities that easy access to outdoors provides to be energetic and exercise their lungs in the fresh air. They dig, jump, crawl, pat, climb and ride bikes, being keen to take safe risks as they stand on a self built tower, beaming with delight at their success and physical competence in building. This is well supported by staff to ensure children's safety. The outdoor play area is inviting however, one dimensional surfaces reduce opportunities for children to enjoy the challenge of hills and hollows and small gardening spaces limit the amount of fresh produce that can be grown. Babies and younger children are able to rest in comfort and safety when they need to conserve their energy and promote their bodies' growth. Rigorous attention to hygiene matters ensures children grasp early on the importance of self-care and cleanliness.

Children's self-esteem is actively promoted and expectations regarding good conduct towards everyone at the setting are high. Staff are excellent role models, praise the children frequently and set a clear boundary regarding acceptable interaction for children who present challenging behaviour. Clear shared strategies for everyone involved in the children's care helps children to quickly learn what is expected and older children are caring towards their friends as they encourage them to try the ongoing 'puddle jumping activity' by taking their hand and gently leading them to explore the water.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

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

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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