

# Tree Tops

Inspection report for early years provision

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<b>Type of setting</b>	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

Tree Tops is managed by a voluntary management committee, made up of parents of children at the pre-school and members of the local community. It opened in 2009 and operates from purpose built premises located within the grounds of Woods Loke Community Primary School in Oulton Broad, Suffolk. A maximum of 25 children may attend the provision at any one time. The pre-school is open each weekday from 9.10am to 3.10pm during term time only. The out of school provision is open from 7.45am to 8.55am and from 3.15pm to 6pm during term time and 8.30am to 5.30pm during school holidays. All children share access to a secure enclosed outdoor play area.

There are currently 70 children aged from two to five years on roll. The setting is in receipt of funding for nursery education and supports children with special educational needs and/or disabilities. The provision also offers care for children aged from five to 12 years. This provision is registered on the voluntary and compulsory parts of the Childcare register.

There are nine members of staff. All of whom hold appropriate early years qualifications to level two or three. One of these is qualified to level five and three members of staff are working towards a higher qualification. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The motivated and committed leadership has a shared vision of establishing a high quality service which meets the needs of the families and children in the local area. Staff have a sound knowledge of children's background's, family circumstance and interests and provide appropriate levels of support and encouragement to ensure children make satisfactory progress in their learning and development. Self-evaluation is effective and takes account of the views of users to ensure areas for development are accurately targeted to improve outcomes for children.

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

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

- ensure children make good progress towards the early learning goals by developing the rigor of the planning process to consistently challenge and extend all children
- extend opportunities for children to develop their problem solving skills during everyday activities, such as at snack time
- extend opportunities for children to develop positive attitudes to diversity through access to further resources and activities that encourage children to talk about similarities and difference and the reasons for those

- extend opportunities for children to begin to use their emergent writing as a means of recording and communicating.

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

Staff have a good understanding of their legal duties and responsibilities regarding child protection issues and their practice is underpinned by an effective safeguarding policy. Successful partnerships with parents and other agencies and the sharing of relevant information helps to safeguard children. Robust appointment and suitability procedures are followed to ensure that staff are qualified and suitable to work with children. Supported by management, staff welcome the opportunity to access further training to compliment their existing childcare qualifications. Good security procedures are in place to ensure children's safety. Staff supervise children closely, especially at times of arrival and departure, and thorough risk assessments identify potential hazards to ensure effective steps are taken to minimise risks to children.

The committee and staff team work well together to drive improvement. They share a common purpose and work together effectively to provide a service which is inclusive for children and their families. Staff work successfully with parents and other professionals to ensure all children receive the support they need to make satisfactory progress in their learning and development. Regular self-evaluation and reflective practice successfully underpin the running of the provision. As a result priorities for development have been accurately identified and actions plans are in place to improve outcomes for children. Systems of supporting children's transition into school are being developed and meetings have been arranged with the school's early years department to promote continuity and progression. The setting seeks the views of parents and carers and ensures these are used to inform decisions about the provision. Children have good opportunities to share their views and be involved in some of the decision making procedures.

Parents are kept well informed about the running of the provision and their children's well-being and development and there are clear and accessible channels for parents to communicate with the setting. Parents evenings are planned to extend opportunities for them to become further involved in their children's learning and achievements. Furniture, toys and equipment are of good quality and suitable for the children attending and the committee have successfully secured further funding to extend the range of equipment. Staff are reviewing and adapting the use of the indoor and outdoor environment to make better use of the available space, while taking account of the different needs of children attending the pre-school and out of school provision.

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

Staff have a sound knowledge of the learning, development, welfare requirements and guidance of the Early Years Foundation Stage. They use an appropriate range

of teaching styles and resources to provide a sufficient range of activities and experiences to meet children's needs. The level of challenge is sufficient to interest and engage most children. Staff are particularly skilled at supporting and encouraging younger children, however, activities are not always adapted or extended to stretch the more able children attending the pre-school. For example, staff concentrate on helping children learn their colours, without necessarily providing further challenge to move more able children on in their learning. Observation and assessments and their use in planning are satisfactory and generally identify children's achievements, interests and learning styles. However, planning is not sufficiently robust to identify ways of extending individual children's learning to ensure they make consistently good progress towards the early learning goals.

Children are happy, motivated and eager to learn in the well-equipped and welcoming learning environment which generally reflects most children's backgrounds and some aspects of the wider community. However, children have limited opportunities to participate in everyday experiences to help them learn to value diversity. Children develop a strong sense of belonging and form positive relationships with staff, who respond sensitively to their individual needs. Children develop good levels of confidence and self-esteem as they make choices in their play and follow their own interests while cooperating and sharing ideas with their peers. Children become secure in the clear routines of the setting and willingly help tidy up before snack time. They respond well to staff's consistent use of praise and encouragement which promotes their understanding of good behaviour. Staff apply clear and consistent boundaries of expected behaviour and provide simple explanations to help children learn safe practices, such as why they should not go into the outdoor area without an adult.

Staff are well-deployed and provide appropriate support to promote children's interest and enjoyment. However, they do not fully exploit opportunities to promote children's problem solving skills during everyday activities, such as at snack time to encourage children to find simple solutions to problems for themselves. Children independently follow good hygiene routines and understand they need to wash their hands before eating as 'germs might make us sick'. Children benefit from being able to freely access the outdoor area for the majority of the session. They engage in an appropriate range of physical play opportunities both indoors and out, increasing their understanding of the importance of regular exercise as part of maintaining a healthy lifestyle. Children are beginning to recognise their own names and have various opportunities to experiment with different mark-making techniques. However, their early writing skills are not fully promoted or supported by resources during everyday play situations to develop their interest in using writing as a means of recording and communicating. Children's progress in information and communication technology is developing well as they confidently demonstrate their skill with the child-friendly mouse and keyboard to operate age appropriate computer software.

## 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>	3
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
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	3
The effectiveness of the setting's engagement with parents and carers	2

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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