



Treetops Nursery

Inspection report for early years provision

Unique Reference Number	EY223106
Inspection date	13 October 2005
Inspector	Abigail Caroline Cunningham
Setting Address	Littlemoor House, Littlemoor Road, Pudsey, West Yorkshire, LS28 8AL
Telephone number	0113 2362248
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Registered person	Treetops Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tree Tops Nursery opened in 2002. The nursery is situated in Pudsey, Leeds. It operates from five rooms in converted office buildings. A maximum of 92 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00, all year round. All children share access to an outdoor play area.

There are currently 65 children aged from 6 months to 7 years on roll. Of these 10 children receive funding for nursery education. Children attend from the surrounding

area's.

The nursery employs 13 staff, eight members of the staff, including the manager hold appropriate early years qualifications and five staff are working towards a qualification. The group receives support from an advisory teacher. The emphasis is on learning through play.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Older children wash their hands independently after messy play, after using the toilet and before snack time and this helps them understand the need to practice good routines of personal hygiene. The premises are cleaned daily, however, the carpets are unclean, making them unhygienic for babies to crawl on.

Children's nutritional needs are well met, this is because the staff are fully aware of individual dietary requirements and preferences which are discussed in full with parents. The children receive a good range of healthy and nutritious meals and snacks, such as, chicken supreme, vegetable rice, sponge and custard. Children have access to drinks at all times.

Satisfactory arrangements are in place for first aid and administering medication, three of the staff hold a current first aid certificate and there are fully stocked first aid kits available in each room. Written policies are in place regarding sickness, accidents and administration of medicines; these are fully implemented and shared with all parents, for example, only a senior member of staff can administer medication.

Babies and young children only have occasional opportunities for fresh air and outdoor play. There are daily opportunities for the older children to access outdoor play. The children are able to use a satisfactory range of small and large apparatus with confidence, control and co-ordination. They move in a range of ways, such as hopping and jumping. The children can manage their body to create intended movement for example, when pouring drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The reception area is very informative, there are staff photographs, the settings procedures; registration certificate and public liability insurance are on display. Within the playrooms a welcoming environment is created through the use of low background music. There is good evidence of children's play and creative activity. Parents and children are warmly welcomed on arrival and the children's work is attractively displayed on the walls in the playrooms, however, the premises are in poor decorative order, storage is limited and the carpets are worn and unclean. Equipment is organised effectively to meet the children's individual needs. Toys and

resources are regularly checked and cleaned, they are safe but some are worn.

Children benefit from a good range of safety measures, for example, through the use of safety gates, socket covers and a fully secure outdoor play area with safety surface. They develop a good awareness of safety through practicing emergency evacuations once every eight weeks. The children are supervised at all times, are unable to leave the premises unattended and are never left alone with persons who have not been vetted.

The system for managing access to the premises is good and unauthorised persons are unable to gain entry and there is a record of visitors. Children are protected from possible abuse or neglect. Staff have a satisfactory understanding of the procedures to follow if they have any concerns and have attended child protection training.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attention and being physically close to other children and familiar adults, for example, during meal and snack times, while being bottle fed. Adults echo sounds young babies make and interpret meaning to children's words which encourages them to be confident and competent language users. Children are given opportunities to share their thoughts, feelings and ideas. They talk with other children, visitors and other adults and speak confidently about what they see, hear, think and feel.

The staff are kind and attentive towards the children, they respect their backgrounds and value what they have to offer. The staff recognise the children as individuals and meet their differing needs well. Activities are well organised and the children are involved in a good range of activities both inside and outside, which supports and promotes their all round development, for example, sand, jelly, leaves, ice, water.

Plans provide a broad range of practical activities which develop children's knowledge and understanding. Activities are presented in an interesting and thoughtful way and the children have good opportunities to be involved in messy play, this is throughout all age groups, such as, babies gluing. The staff encourage the children to try new activities, for example, using various utensils in the jelly.

Children relate and play very well with their peers and most of the children are happy and settled. The staff balance their time carefully to allow children to play and learn independently as well as giving time to support and encourage, during lunch time a 2-year-old poured himself a drink, with a member of staff close by to offer support if needed. The staff are interested in the children and value what they say and do. They consistently talk and listen to them, asks questions to make them think, they respond enthusiastically giving praise and encouragement. The staff manage the children effectively, the quality of their interactions significantly enhances the children's development.

Nursery Education

The quality of teaching and learning is good. Staff have attended training on the foundation stage and competently put this into practice. They show good knowledge of the foundation stage and provide a wide range of activities and experiences to cover all areas of children's learning. Planning is flexible, clear and covers all areas of learning in the curriculum. Detailed planning for focused activities ensures clear learning intentions are identified for children. Suitable assessment records for each child clearly show children's approach to learning and their achievements, although they do not show planning for children's individual next steps in learning. Staff do not always organise resources effectively, such as pencils not being sharpened, as a result, children do not consistently develop their writing skills. Staff use open questions to effectively promote children's thinking.

The children have a positive approach to new experiences. They persist for extended periods of time at an activity of their choosing. Some children separate from their main carer with support and more able children do this with confidence. The children form good relationships with both adults and their peers. They show care and concern for others. Children can dress independently and manage their own personal hygiene, such as, fastening buttons. They select and use activities and resources independently.

Children use language to imagine, re-create roles and experiences. They are able to listen carefully and respond enthusiastically to stories and songs. There are limited opportunities for children to attempt writing for different purposes. The children are developing good counting skills and can count beyond 10, for example, counting objects into a bowl. They enjoy joining in with counting songs and rhymes. Children use mathematical language during play, for example, big, little, long and short. They show a keen interest in number problems and say with confidence when they have one more than or one less than a given number, for example, when setting the tables for lunch.

The staff effectively help children become more aware of their environment and the natural world. They provide many first hand experiences, such as, ice cube melting. Children independently investigate living things and objects and learn to identify their features, for example, observing and touching snails. They are confident in using everyday technology, selecting tools and construct using a range of materials, such as, scissors and tongs. Children are given opportunities to discuss past and present events in their lives. They are beginning to know about their own cultures and beliefs and those of other people.

Children use their imagination well and they use available resources to create props to support their role in play. Children choose particular colours to use for a purpose, a 3-year-old selects orange paint to do an Autumn picture. They enjoy exploring what happens when they mix colours and effectively sort objects into groups of colour. The children are beginning to describe the texture of things, for example, the jelly feels soft. They enjoy dancing and respond confidently to sound with body movements. Overall, children make good progress towards the early learning goals given their capability and starting points.

Helping children make a positive contribution

The provision is good.

There are satisfactory arrangements in place to care for children with special educational needs and all children's individual needs are well met. Children develop a positive attitude to others and develop a good understanding about the wider world and community through celebrating festivals, trying different foods and having access to a satisfactory range of resources which show positive images of culture, ethnicity, gender and disability.

Children behave well; they are given lots of praise and encouragement. They share, take turns and begin to accept the needs of others. They enjoy tidying up to music and have good relationships with both adults and their peers. They show care and concern for others, for example, one child hugged another child when they were upset. They begin to understand right from wrong through consistent boundaries. Age appropriate methods are used by staff to manage children's behaviour which include explanations, distraction and time out.

Partnership with parents and carers is good. The parents receive clear and detailed information about the educational provision through leaflets, newsletters, notice board and policy file. Parents have many opportunities to share what they know about their child through regular discussions with staff and parents evenings. Parents are well informed about their child's achievements and progress, however, children's assessment records are not organised effectively to encourage parents to easily access and contribute to them. Children's spiritual, moral, social and cultural development is fostered appropriately.

Organisation

The organisation is satisfactory.

The environment is generally well organised, staff know their roles and responsibilities and effectively implement routines to give children a broad range of experiences. There is sufficient staffing in place to meet adult child ratios, however, the staff are not effectively deployed over staff breaks, as a result the children receive insufficient support over this period. All the required documentation is in place, it is easily accessible and stored securely. A good system is in place to record the staff and children's daily attendance, this is accurate and up to date.

The leadership and management of the nursery education is satisfactory. Staff have attended foundation stage training and are involved in planning for the curriculum to help children develop in all areas. There is a strong commitment to improvement, training and the professional development of staff, formal staff appraisals are used to monitor staff development. Not all the actions and key issues from the previous care and education inspection have been fully met. Overall the provision meets the needs of the children who attend.

Improvements since the last inspection

Most actions and key issues raised at the last care and education inspection have been completed. Since the last inspection, planning has been improved, all areas of learning are now covered, including opportunities for children to read for a purpose and have an increased sense of space, self control and how their bodies change when they exercise. As a result the children are able to read for a purpose, have good opportunities in all aspects of physical development, such as aerobics, dancing and parachute games.

Opportunities for children to write for a variety of purposes, still remains limited, this continues to need further development. The layout of the rooms and activities has also been re-organised, so that all activities are easily accessible to the children, enabling all children to make independent choices in each area of learning.

Staffing ratios meet requirements; however, these are not always effectively maintained and need to be improved further. Staff working in the out of school club have gained a suitable qualification, ensuring that they are suitably qualified to work with this age group. Meal times have been effectively organised so that children are not waiting for long periods of time before eating.

Creative play resources are now available in the out of school club room, improving older children's access to creative play. Outdoor play equipment is now stored safely in the shed and is no longer a hazard to children. The number of children using the outdoor area is appropriate for the space available, children from each room play out separately, so that the outdoor area does not become overcrowded.

Complaints since the last inspection

Since the last inspection Ofsted has received one complaint relating to Standard 3: Care, learning and play. The complaint related to the care of the children. We asked the provider to investigate and to report back to Ofsted within 10 working days. The provider reported that they investigated the complaint, amended procedures following an evaluation of what could be done to avoid the situation arising again. They have also met with the parents, explained the outcome of their investigation, improvements made to the procedures, and offered the parents an apology. Ofsted took no further action. The registered person remains qualified to provide day care.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure staff are effectively deployed at all times to ensure the safety, welfare and development of children
- improve the physical environment to ensure the premises are clean and are maintained in a suitable state of repair and decoration

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- organise resources effectively, so that children can develop their writing skills
- improve assessment systems, so that they clearly identify what needs to be included in the next steps for learning
- strengthen partnerships with parents, by effectively organising the children's assessment records, to enable parents to easily access and contribute to these.

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