

# Treetops Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	253824
<b>Inspection date</b>	02/12/2009
<b>Inspector</b>	Jasvinder Kaur

<b>Setting address</b>	Russells Hall Hospital, Pensnett Road, Dudley, West Midlands, DY1 2HQ
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<b>Telephone number</b>	01384 212539
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**Email**

<b>Type of setting</b>	Childcare on non-domestic premises
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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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).

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## **Description of the setting**

Treetops Day Nursery has been registered since 1993. It is sited in the grounds of Russells Hall Hospital in the Pensnett area of Dudley. It operates from two purpose-built single-storey buildings serving children from the local community and those whose parents are working within the hospital. Care is provided in three baby rooms, two toddler rooms and a pre-school unit. There are two fully enclosed outdoor play areas, one of which is specifically for children under two years.

There are currently 110 children on roll. This includes 15 funded three-year-olds and seven funded four-year-olds. The nursery supports children with special educational needs and children for whom English is an additional language. The nursery opens Monday to Friday, all-year-round, from 7.15am to 6.00pm.

There are 21 members of staff working directly with the children, all of whom hold a relevant early years qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

Overall the quality of the provision is good.

Children are provided with experiences and support which help them to develop a positive self-awareness. All policies and procedures are inclusive and are implemented successfully to promote children's welfare. The partnership with parents and carers is positive, and there is a two-way exchange of information on a daily basis with regard to children's routines and development. This helps the staff to develop a good knowledge of the needs of the children and to treat them individually. All staff are committed to improving the quality and standard of education and most aspects of care through continuous self-evaluation.

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

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

- increase opportunities for early conversation between adults and young babies through playful interaction
- promote further the good health of children by providing healthy options at morning snack times
- make better use of the existing risk assessment process to make necessary adjustments in the baby room to ensure their safety at all times.

## **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 good knowledge of the procedure in the event of an allegation being made against a member of staff and the implications this may have for their practice. Children's welfare is safeguarded, as there is a rigorous system in place for the recruitment and selection of staff to ensure that any adults employed are suitable and have the appropriate levels of qualification and experience. Staff provide a safe and secure environment in most rooms and maintain the security of the premises very well. Although a formal risk assessment and daily safety checks are carried out in all areas to eliminate risks, necessary adjustments in the baby room are not always made promptly enough to secure their safety at all times. Older children adopt safe and responsible practices through visits from a community police officer and regular input from the staff, for instance on road safety and any possible dangers in their everyday life. All children are protected from the spread of infection, because there is a good procedure in place to exclude any children with infectious illnesses.

The management is motivated to improve the practice through collating the views of staff in order to identify areas for further improvement. Recent examples are extending a room, providing new resources for children and updating the policies and procedures in line with the requirements of the Early Years Foundation Stage. Staff receive ongoing support from the local authority and attend a wide range of relevant training courses. This leads to better outcomes for children. Parents' views are sought to evaluate and improve the services through a suggestions book and regular questionnaires. They are invited to talk to children and share their expertise with them, such as nursing and cooking. Children benefit from positive and professional relationships between parents and staff who recognise their contribution as partners in their children's care and well-being. Children's achievements and progress are discussed on a regular basis and at annual parents' evenings. Regular newsletters keep parents informed of changes and events within the nursery. The staff work well in partnership with other professionals and agencies and endeavour to establish links with the local schools to help meet the needs of children.

Children independently access well-organised resources in a clean, bright and colourful environment, where they are secure and confident with a well-trained team. Staff are proactive in promoting equality and diversity. They liaise with parents effectively to support children who speak English as an additional language. A good selection of resources and displays are available illustrating positive images of diversity to help children understand and respect the values of others. Staff arrange themed activities to promote awareness and encourage children to take an active part in associated artwork for displays and to celebrate different festivals all through the year. Staff attend relevant courses, and their association with the area Special Educational Needs Co-ordinator (SENCO) and other professionals allows all staff to seek advice and support to ensure children's needs are met effectively.

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

The premises are welcoming to children, with a wealth of displays of their own artwork in all playrooms. Children are contented and confident in familiar surroundings. A variety of toys and equipment helps young babies to gain skills in movement and to explore sensory experiences independently. They benefit from an effective key person system, show a sense of trust and build positive relationships with staff. However, the staff miss some opportunities to engage babies in early conversation through playful interaction. This impacts on the babies' social and communication development. Nevertheless, in all the other rooms staff plan purposeful play, and there is a good balance of adult-led and child-initiated activities. Staff work well together and contribute to the planning of activities. This includes detailed information on the six areas of learning and development to cater for the needs of the children and to plan next steps in learning. Staff put the emphasis on free play, and they join in with play and are actively involved in group games. Good quality resources are deployed effectively to enable children to choose their play.

Children use imagination and express thoughts whilst using a good range of art materials to develop their creative skills. They produce their own artwork alongside more structured art activities for the purposes of themed pieces or a wall display, including Christmas decorations, cards and calendars. A range of sensory experiences, hand and foot printing, pasta, jelly, natural material and water and sand play, encourages children's talents. Children use a very good range of musical instruments and move their whole bodies to sounds they enjoy and join in enthusiastically in singing songs, like 'the wheels on the bus'. They develop communication skills through routines and planned and unplanned activities. They extend their vocabulary by sharing their thoughts and experiences. Children use speech to explore real and imagined experiences as staff engage them as partners in conversation. For example, they tell the staff and their peers what types of and how many cars their daddies have. Good opportunities are provided for all children to make marks, to write for different purposes, to recognise their own names and to use their phonic knowledge to link sounds to letters.

Children demonstrate a developing understanding of numbers and shapes through daily routines, computer games, number rhymes, play, and visual displays in their environment. Good opportunities are provided to exploit their simple calculation skills, for example, enabling children to recognise different quantities and sizes, count, calculate and solve number problems, such as how many children are in a group or how many items are left if one is taken away. Children are well supported in developing the knowledge, skills and understanding that help them to make sense of the world and the environment. They learn how a caterpillar changes into a butterfly and discover various mini-beasts in their outdoor play area. Children discuss changes in the weather. A selection of resources, including computers, binoculars and electronic toys give children opportunities to begin to develop their understanding of how technology can help them in their lives.

Plentiful opportunities are provided for children to develop physical skills. Access to

the multi-equipped room and outdoor play area, the use of challenging physical play equipment and enthusiastic participation in outdoor group games promote children's co-ordination, and spatial and safety awareness. Children show increasing control in holding and using scissors, mark-making and manipulating tools. Children understand the importance of basic personal hygiene and wash their hands before they eat, and after messy play and using the toilet. They enjoy freshly cooked, healthy and nutritious meals, although healthy options, such as fresh fruits and vegetables, are rather limited at morning snack times. Drinks are always readily available throughout the session. Staff use meal times as opportunities to promote children's social development. Children show that they feel safe and confident, as they enthusiastically help staff to tidy-up, and help their friends to put on gloves before going out to play. They are all well behaved and well mannered, and have a good awareness of right and wrong, responding positively to directions from staff. Some say 'please' and 'thank you' spontaneously and some say 'sorry' to their peers if they unintentionally upset them.

## 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>	2
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	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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