

Treetops Nurseries Limited (Teddington)

Inspection report for early years provision

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Inspection date	01/06/2010
Inspector	Hazel Farrant
Setting address	52 Church Road, TEDDINGTON, Middlesex, TW11 8PB
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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 Nurseries Limited (Teddington) is one of 29 nurseries run by Treetops Nurseries Limited. It was re-registered in 2009 and operates from seven rooms within a converted building in Teddington, in the London borough of Richmond. Children have access to an enclosed outdoor play area. The nursery is situated close to Teddington High Street and is open each weekday from 7.30am to 6.30pm, all year round.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 63 children may attend the nursery at any one time, where no more than 27 may be under two years. There are currently 45 children within the early years age group on roll, some in part-time places. The nursery provides support to children with special educational needs and/or disabilities.

There are 14 members of staff, 11 of whom hold appropriate early years qualifications to at least NVQ at level 2. Currently at least half of the staff hold a valid first aid certificate. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met well. The effective leadership of the nursery and the qualified and committed staff team successfully support children to make good progress in their learning and development. Staff work closely with parents to ensure they have a thorough understanding of any specific requirements their children may have, in order that each child is appropriately supported and included. Self-evaluation is used very well to develop action plans for the future that support ongoing improvements and good quality outcomes for children.

What steps need to be taken to improve provision further?

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

- review the procedures followed to minimise the risk of cross-infection, in particular with regards to hand washing
- continue to improve systems that support children's welfare, learning and development, such as implementing plans to develop partnerships with other settings where children are moving onto, or where children attend more than one provider of the Early Years Foundation Stage
- further develop systems so that children's next steps are being clearly used in leading future planning to ensure children continue to make good progress towards the early learning goals.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of their responsibilities to protect children in their care. They have a clear understanding of the procedures to follow and who they should report their concerns to. A record is kept of all visitors to the premises, and they are supervised at all times. Employment procedures ensure that all staff are checked to ensure they are suitable to work with children. The nursery has recently changed ownership and the present manager has demonstrated a strong commitment to improve all aspects of provision. The range and appropriateness of the activities and resources provide a good match to the needs of the children that attend the setting. Due to the nature of the building and its access, the nursery is unable to provide open, independent free-flow for children from inside to outside activities. However, a well thought out programme provides children with opportunities that address this shortfall. In addition, the older children are involved in the planning of their day. This is through placing their photograph on a board to inform staff that they wish to play outside.

Staff in the setting have a good understanding of the requirements of the Early Years Foundation Stage and ensure these are implemented effectively overall. Thorough risk assessments and systems of checks ensure children remain safe and secure at all times. For example, staff conduct a daily review of the premises and equipment, enabling them to quickly identify any actions that may need to be taken to maintain children's safety and records are updated to reflect this. An effective partnership exists with parents and carers so that matters of children's welfare and learning development can be addressed sensitively and promptly. Some children attend other Early Years Foundation Stage provisions; the nursery is in the process of developing links with other Early Years Foundation Stage settings and the schools children will move onto. However, currently these partnerships are not fully forged to fully support children.

Reflective practice is used effectively to prioritise areas for improvement and as a result an action plan has been formulated and good progress is already evident. For example, the outside area now provides opportunities for children to engage in all six areas of learning. A strong focus on teambuilding has resulted in staff who are involved and well motivated in striving to make ongoing improvements to their practice in order to benefit children. Staff's observations of children's progress ensure activities have the right level of challenge for children. However, the results of these observations of children's individual progress are not directly used to inform future planning effectively.

Staff are caring and kind; they discuss and record children's individual needs so that children are extremely well supported. For example, settling-in periods enable parents and children to feel secure and become familiar with key people involved in their care. Where children may require specific support, staff work closely with parents to ensure they have taken appropriate action and are planning effectively to promote inclusion for individual children. Staff readily give parents daily feedback regarding their children's activities, routines and achievements. Newsletters and notice boards provide up-to-date information regarding children's

care, learning and development. Parents have access to the setting's policies and procedures and report that the nursery staff are caring and receptive to discussions about individual children's needs and day-to-day welfare.

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

Children make consistently good progress in their learning and development in relation to their individual starting points. The nursery is well equipped and the good range of resources are used well. Children arriving at the nursery show they are pleased to be there and most separate easily from parents and carers. Caring staff provide support for those children who find separation more difficult. Children are able to look at books which contain photographs of the people that are important in their lives whenever they wish to; this provides an important link to their home lives.

Children enjoy a clean and well maintained environment where good daily routines and procedures support their welfare. Children take part in regular practices of emergency evacuation procedures, and staff talk to them about how to sit safely on a chair. Children show a good understanding of rules and codes of conduct that support their safety and well-being, such as helping to tidy toys away. Generally good procedures are followed to minimise cross-infection. Children learn to manage their personal hygiene needs well. Older children show a secure awareness of why routines such as washing hands before meals is important; babies have yet to develop this understanding but happily hold up their hands for staff to wash at mealtimes, thereby instilling good habits for the future. However, staff do not always wash their hands after helping children to blow their nose, which means there is a risk of germs being spread.

Children enjoy blowing bubbles in the water tray; they giggle when they discover the mound of foam they have created. Children enjoy a variety of activities that appeal to them. For example, they discover the delights of discovering the feel of jelly, describing it as 'cold and slimy'. Adult support at key moments enables the level of challenge to be raised, for example, counting the number of fish and seaweed hidden in the jelly mix. In general, adult interventions are very effective in extending creative play and developing language. Nursery rhymes and songs help to develop children's concept of numeracy. Everyday activities throughout the nursery provide children with natural curiosity. For example, young children shake bottles filled with a variety of resources. They giggle with delight as realise they are responsible for making the sounds.

Positive attitudes to learning are encouraged. Children's behaviour overall is well managed in a sensitive and positive manner so that children's social awareness is raised. There is a strong emphasis on learning about being healthy. There are good opportunities for physical exercise and the children's snacks and meals are healthy because of the good liaison between the nursery and the parents and carers. Staff ensure there is flexibility with mealtime routines in order to meet individual children's needs. For example, babies' bottles are provided at times that are consistent with home routines, and staff work closely with parents to support

very young children as they move from a liquid to solid diet. Fresh water is available to children at all times; older children regularly help themselves, and staff ensure that babies and very young children are offered drinks frequently.

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	2
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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met