

Treetops Nurseries Limited (Grove Road)

Inspection report for early years provision

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Inspection date	05/05/2010
Inspector	Lindsay Ann Farenden
Setting address	128 Grove Road, Sutton, Surrey, SM1 2DD
Telephone number	
Email	
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*.

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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Treetops Nurseries Limited (Grove Road) is one of 28 nurseries run by Treetops Nurseries Limited. It was re-registered in 2009. It operates from a large converted house in Sutton, Surrey. Children have access to toilets on the ground and first floor. There is a fully enclosed garden for outdoor play area. The nursery's core hours are each weekday from 7.30am to 6.30pm all year round.

The nursery is registered on the Early Years Register. A maximum of 43 children may attend the nursery at any one time, of whom no more than 24 may be under two years. Currently there are 70 children on roll. The setting provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 12 members of staff, 11 of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this stimulating and vibrant early years setting. The excellent knowledge of each child's individual needs ensures that staff promote all aspects of children's welfare and learning with success. Continuity of care and learning is actively promoted through an excellent partnership with parents. The use of self-evaluation is used to identify the strengths and areas for improvement within the nursery and the management team and staff constantly strive to improve the outcomes for the children attending the nursery.

What steps need to be taken to improve provision further?

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

- further develop the range of play resources and books which promote children's awareness of diversity.

The effectiveness of leadership and management of the early years provision

There is a very strong emphasis on safeguarding children in the nursery. Many staff have attended safeguarding training and are clear about the procedures they would follow if they had concerns about a child. The recruitment system and comprehensive induction programme ensure that staff are suitable to work with children. The staff have a thorough understanding of creating a clean, safe and welcoming environment. Risk assessments are in place for the premises and for each individual outing. Staff also carry out daily safety checks in each room to

ensure children can play and explore in a safe environment. Staff are fully aware of the fire evacuation procedures and these are practised with the children. Children learn to keep themselves safe as staff explain to them about how to use the stairs appropriately and cross the road safely. Children learn about people that can help them as community police visit them in the nursery on a regular basis.

Robust policies and procedures underpin the very efficient day to day running of the nursery. All required records and documentation are in place and methodically organised. Staff are extremely enthusiastic and dedicated to ensuring children have a great time at the nursery. They are very clear about their roles and responsibilities and committed to continual professional development. Regular staff meetings and one to one supervision sessions with staff are used to monitor and evaluate practice. Play resources are very well laid out in low level storage units and in boxes on the floor with pictures of what is in them, so all children including babies can independently select what they want to play with.

An excellent partnership with parents contributes significantly to children's well-being at the nursery. Parents receive information about the early years curriculum when children first start and are kept abreast of current events at the nursery via newsletters and well presented notice boards. Staff make a point of discussing their child's day with them and parents of younger children receive written information about activities they have enjoyed, sleep patterns, food intakes and nappy changes. Photographs throughout the nursery provide parents with excellent information about how the children are learning through play. Staff ensure parents know about how their children are progressing through twice yearly open evenings and well written progress reports. Feedback from parents at the inspection show that they think very highly of the staff and the care and education provided.

The setting is proactive in establishing links with schools, so that children have a seamless transition from nursery into school. The nursery provides a fully inclusive environment for all children. They have effective procedures in place to support children with special educational needs and/or disabilities, to ensure they will receive as much support as possible. Staff are sensitive to children with English as an additional language and gather words in the child's home language and use picture cues to aid communication with them.

The management team have clear aims for the provision and commitment to continually improve the nursery setting for the children. For example, plans are in place to re-decorate the nursery and organise the rooms so children have further access to free flow play and the children in the pre-school room have use of the garden at all times. Home boxes have been set up with resources which parents can borrow for their children to play with at home.

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

Children feel welcome as they enter an attractive child centred environment. Children are based in their own dedicated rooms which are equipped with furniture

and play equipment suited to their age and stage of development. Examples of children's wonderful art work, photographs and a wealth of print adorn the walls and ceilings contributing to the exciting and stimulating atmosphere enjoyed by the children. Children demonstrate a strong sense of security in the nursery, as staff have warm and caring relationships with them. Staff are excellent role models for children, providing positive praise and encouragement which ensures they develop high self-esteem and confidence. Children behave very well because they thoroughly enjoy their time at the nursery and are constantly busy in purposeful play.

Parents are invited to settle their children into the nursery when they first start. During this time the child's key person actively seeks the parents' views about their child's needs, interests and developmental stage and uses this information and their own observations to help in their learning and development. New children are offered lots of attention and comfort from their key person to help them settle.

Children are making extremely good progress because staff are skilled in planning rich and inspiring play opportunities. Staff undertake rigorous observations of children's achievements and interests and then plan experiences for every individual child, so they are fully challenged in their next step towards the early learning goals. Children's learning journals provide detailed observations of what children can do, plans for their next step of learning, their art work, drawings and photographs of them enjoying activities. Parents are encouraged to contribute to these with comments of their development at home. These are a wonderful record of the child's development and their time at the nursery, which parents can look at any time and are given to them to keep when they are complete.

The organisation of the rooms provides children with maximum freedom to explore and investigate the excellent range of resources at their own pace, which they do with great enthusiasm. Staff are extremely attentive to the children and use constant spontaneous opportunities to extend their learning through questioning and conversation. All children's creativity is extremely well promoted. They do a vast range of painting activities. Large pieces of paper are put on the floor in the baby room and they relish in the freedom of feeling the texture and making marks with paint. Children love exploring a wide range of materials and textures available in various forms every day, such as flour, sand, water, spaghetti, jelly, soft foods and shaving foam, which helps to develop their natural curiosity through their senses. Children use their imaginations very well as they pretend to cook foods in the role play area and younger children pretend to make cakes in containers with soft foods. Children listen intently to stories both in a group and on an individual basis. Staff make stories real for them which they really enjoy, as they act out the 'Going on a bear hunt' story in the garden. They regularly visit the library which further enhances their interest in books. Children learn about living things as they grow cress and look at the difference between it being grown indoors, outside and in a cupboard. Babies have plenty of space to move around and choose their own play experiences. They busily explore various objects from the treasure basket and thoroughly enjoy exploring the textures of different foods and flour. Staff offer babies cuddles and their early communication skills are well supported through these high quality adult and child interactions.

Children in the pre-school concentrate hard painting their own pictures and talking about the colours they are using with each other. Children enjoy mark making and drawing at the well resourced writing table. Some more able children are able to form recognisable letters. Whilst playing with plastic letters and with staff's support, they enjoy making the sounds of them and naming things that begin with that letter. Many children are confident in counting and recognising numbers one to nine in familiar context. They enjoy making models using recycled materials. Children access a modern computer.

Children's understanding of diversity and difference is enhanced as they do activities relating to various festivals and events, such as Diwali, Easter and St Patrick's Day. They play with a small range of toys which promote positive images of race and disability. When children first start at the nursery they are given a small soft toy called 'Roarie the Lion' which children are encouraged to take on trips to the park and on outings and parents are asked to take photographs of these events. Through the sharing of Roarie the Lion's exploits, children learn about the lives of each other and different countries.

Children's health is exceptionally well promoted as staff give high priority to good hygiene practices across the setting. Younger children are helped with hand washing after nappy changing and before meals. Older children are encouraged to take control of their own personal hygiene, which sets the foundations for their growing independence in their personal care. A number of staff hold a current first aid certificate, so minor accidents can be dealt with immediately. Children benefit from very healthy and nutritional meals and snacks which are cooked using fresh foods to encourage children to eat a variety of different foods. Children's dietary requirements and parents' preferences of foods for their children are taken fully into full consideration. Meal times are a relaxed and pleasurable experience for children and drinking water is available at all times. Older children thoroughly enjoy helping themselves to cereals at breakfast time and snacks of fruit, milk and water whenever they choose to throughout the day. Children learn about the importance of healthy eating through activities, such as making fresh fruit smoothies.

Children develop a very positive attitude towards being active. All children are able to use the garden during the day. They use a range of equipment including slides, a climbing frame, rockers and wheeled toys to develop their physical skills. They enjoy digging in the garden area and looking for snails and bugs and get pleasure from planting flowers. Children also go on walks in the local area and to the park. Older children have great fun at gymnastics sessions, where they move their bodies in various ways to music. Children are encouraged to have a drink after physical exercise, helping them to take care of their bodies. Children's rest needs are met extremely well. Babies sleep in comfort in cots in a separate room with soft lighting and music.

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	1

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	1
The effectiveness with which the setting deploys resources	1
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	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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