

Treetops Nursery Birlingham

Inspection report for early years provision

Unique reference number EY406059
Inspection date 21/07/2010
Inspector Sally Wride

Setting address Willow Rise, Eckington Road, Birlingham, PERSHORE,
Worcestershire, WR10 3DA
Telephone number 01386 750 555
Email birlingham@treetopsnurseries.co.uk
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Treetops Nursery Birlingham opened in 2010 and is one of 30 settings owned by Treetop Nurseries Ltd. The nursery operates from a converted residential property near Pershore, Worcestershire and serves the local and surrounding areas. All children share access to a fully enclosed play area available for outdoor play.

A maximum of 62 children may attend the nursery at any one time. There are currently 105 children attending who are within the Early Years Foundation Stage. Of these, 35 children receive funding for early years provision. Older children also attend the out of school club. This provision is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register.

The nursery supports children with special educational needs and/or disabilities, and who speak English as an additional language. The provision operates at ground and first floor levels. A ramp is available for access to the ground floor areas and staff help any children with specific needs to access the first floor.

The nursery opens five days a week all year round, closing for a week during the Christmas period and for bank holidays. Sessions are from 8 am until 6 pm. Children are able to attend for a variety of sessions. The setting drop off and collect school-aged children from a variety of local schools. The out of school club operates from 8 am until 8.45 am and 3 pm until 6 pm during term time. Children have opportunities to participate in additional activities such as French, music and movement provided by external organisations.

The nursery employs 13 members of child care staff. Of these, nine hold appropriate early years qualifications. The manager holds a level 4 qualification. There is one member of staff currently working towards a recognised qualification and another member of staff currently working towards Early Years Professional Status. The nursery also employs a cook for preparing all of the meals offered. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children develop an extremely strong sense of security due to the warm welcome they receive at the setting. The excellent knowledge of each child's individual needs ensures that staff promote children's welfare with success. 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 to ensure that each child is appropriately supported and included. Excellent arrangements for partnership working with other professionals and external agencies contribute significantly to the high standards achieved. Regular self-evaluation by the manager and staff team ensures that most priorities for future development are promptly identified

and acted on, resulting in a service that is responsive to the needs of all of its users.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure records of the information used to assess suitability include the date on which CRB Disclosures are obtained. 04/08/2010

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

- develop further the use of outdoor areas to provide more opportunities for investigations of the natural world
- develop risk assessments to ensure that anything with which children come into contact is covered.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the vast majority of the setting's policies and procedures are effective, current and up to date. Staff implement these and ensure parents are made fully aware of how the care of their children is organised. Staff have a good understanding of their responsibilities to protect children in their care. They have a clear understanding of the procedures to follow in the event of a concern about a child and the correct reporting procedures. A record is kept of all visitors to the premises, and children are well supervised at all times. Robust systems for the recruitment and induction of staff ensure that children are cared for by suitable and knowledgeable adults. However, whilst effective steps are taken to vet staff to ensure their suitability, the provider has not kept a record of the dates of which CRB Disclosures were obtained. This does not meet with the requirements of the Early Years Foundation Stage. Whilst detailed written risk assessments are in place, these have not been extended to ensure that they cover everything with which children come into contact. However, as staff undertake thorough daily checks of the premises both indoors and outside, the impact on children's safety is minimal and their care environment is safe and free from hazards. Staff are fully aware of the fire evacuation procedures and these are regularly practised with children. Children learn to keep themselves safe as staff talk to them about safety and safe practices during every day routines.

The management team have clear aims for the provision and a commitment to continually improve the nursery for the benefit of the children who attend. Processes of self-evaluation involve children, parents and staff and ensure that the vast majority of strengths and areas for improvement are recognised. Areas identified for development are well-chosen and carefully planned to ensure they

positively impact on outcomes for children. The manager and staff are enthusiastic, dedicated and work very well together as a strong and committed team. They have a good understanding of the requirements of the Early Years Foundation Stage and ensure these are implemented effectively overall. Children are encouraged to play a full part in the life of the setting because staff fully understand, respect and value their unique welfare and learning and development needs. Play resources are very well laid out in low level storage units and in boxes so all children, including babies, can independently select what they wish to play with.

Partnerships with children's parents are strong and contribute significantly to children's well-being and development. Staff actively seek their views and involve them in the life of the setting. Parents receive detailed information about the nursery and are kept well informed of current events through regular newsletters and well presented displays. They receive a good range of information about the early years curriculum and their children's individual learning plans and assessment records. Written daily diaries ensure parents are well informed about their child's day and support ongoing daily exchanges of information. A vast range of photographic displays ensure that parents are provided with good information about how their children learn through play. Staff ensure parents know about how their children are progressing through twice yearly parents meetings and well written progress reports. Feedback from parents at the inspection demonstrates their strong satisfaction with the staff and the care and education provided. Excellent partnerships with other professionals ensure all children benefit from a seamless transition from nursery to school and continuity in their care and education when they attend more than one setting. The manager and staff are proactive and take a lead role in establishing partnership relationships and children benefit from the well established channels of communications between all partners involved in their care. The nursery environment is fully inclusive and highly effective procedures are in place to support children with special educational needs and/or disabilities, to ensure they receive as much support as possible. Children who speak English as an additional language are extremely well supported as staff work in partnership with parents and others to gather words in the child's home language to aid communications.

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

Children thoroughly enjoy their time at nursery and make good progress in their learning and development. They are extremely well settled and have fun with their peers and the trusted staff. All children have access to a good range of activities and experiences through the well balanced and planned curriculum that covers all six areas of learning. Children's key persons have an exceptionally clear understanding of their children's individual needs and are using this knowledge to inform a recently introduced and effective planning, observation and assessment system. As a result, next steps for children's learning are identified and are consistently fed into planned activities and events. Children's personal, social and emotional development is developing extremely well. They have a desire to learn and enthusiastically take part in play and games and form strong social

relationships with their peers and staff. Their independence is developed as they confidently make decisions about what they would like to play with. They are encouraged to carry out tasks for themselves, for example, babies are supported to feed themselves whilst older children self-serve their meals. They communicate extremely well with older children engaging in two-way conversations and younger children and babies developing their language skills, supported by responsive staff. Writing resources are freely available and text is widely displayed around the setting on beautiful and vibrant displays. Toddlers snuggle in closely with staff to listen to stories and explore books, whilst older children confidently select books and tell themselves and their friends' stories. Children problem solve as they explore how many smaller containers of water will fill a larger pot. They count as they pour which develops their numeracy skills. Older children have regular access to communication, information and technology equipment which supports their developing skills for the future well. Throughout the year children spend much time outdoors each day. However, whilst they play and develop their physical skills and control on a good range of equipment, they have less opportunities to investigate the natural world through exploration of natural materials. Opportunities for children to develop their creativity are many and they spend much time exploring the sounds that they can make with instruments, engaging in role play and craft activities.

Children develop a strong sense of belonging within the setting and become familiar with the daily routines which are tailored to meet their individual needs. They enjoy the attention of caring staff and engage in both self-selected and planned activities individually and also with their peers. The nursery is well equipped and the good range of resources are used well. Children are cared for in a safe, warm and clean environment where they learn the importance of good hygiene and personal care. Older children show a secure awareness of why routines such as washing hands before meals are important. All children receive freshly-prepared healthy and nutritious meals and snacks that meet with their individual dietary needs and preferences. Fresh drinking water is readily available for children to ensure they are well hydrated. They have extensive opportunities to learn about themselves, each other and the world around them through planned activities and outings to local places of interest. They gain a positive appreciation of diversity as they take part in meaningful and well planned activities and events that help them to gain an understanding of the wider world. Children's behaviour is exemplary. They respond well to adults consistent and calm approach and high expectations of their behaviour. All children learn to share and take turns while playing and are considerate to the needs of others. Staff are excellent role models for children, providing positive praise and encouragement which ensures they develop high self-esteem and confidence.

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	1
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	1
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	2
--	---

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	1
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met