



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 206329

DfES Number: 583454

INSPECTION DETAILS

Inspection Date 02/03/2005
Inspector Name Georgina Walker

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Treetops Day Nursery
Setting Address 13 Derby Road
Ashbourne
Derbyshire
DE6 1BE

REGISTERED PROVIDER DETAILS

Name Treetops Nurseries Limited 2538184

ORGANISATION DETAILS

Name Treetops Nurseries Limited
Address 1 St. James Court
Friar Gate
Derby
Derbyshire
DE1 1BT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Treetops Day Nursery opened in 1998. It operates from the ground and first floor of a converted Grade Two listed building, in the town of Ashbourne, Derbyshire. The day nursery and out of school club serve the local area and surrounding villages.

There is a secure enclosed outdoor play area.

The nursery and out of school club opens for five days a week, all year except Bank Holidays. Sessions are from 8.00 until 18.00.

There are currently 115 children from 3 months to 10 years on roll. This includes 18 children who receive funding for nursery education. The setting supports children with special needs.

The setting employs eight full time and four part time staff to work with the children. Over half the staff hold appropriate early years qualifications. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from the Derbyshire Early Years Development and Childcare Partnership (EYDCP) and are members of the Day Nursery Association. The day nursery and out of school club is one of 17 owned by Treetops Nurseries Limited. Day to day responsibility is delegated to the staff on site.

How good is the Day Care?

Treetops Day Nursery provides satisfactory quality care for children. Over half the staff have early years qualifications and all are encouraged to attend training. They work well as a team and create a happy, stimulating atmosphere for children. Staff discuss planning, future activities and information provided through the support given by the company and EYDCP. The policies and procedures are comprehensive but some require minor amendment to meet current guidelines. Detail is minimal in accident records and not all documents relating to their child are signed by parents.

There are very good safety policies, especially regarding the routine movement

between playrooms, but some aspects are inconsistently implemented. Good health and hygiene is not fully promoted by all staff. Children have access to drinks during the session and are provided with a varied menu of healthy and nutritious snacks and meals. Children with additional needs are successfully integrated into the nursery and equality of opportunity is skilfully promoted by staff. They have sound knowledge of child protection procedures which assist in keeping children safe.

Children in the setting have access an extensive range of carefully planned activities to assist in promoting their welfare and development. They enjoy the activities linked to a wide range of themes and topics. Resources are very well presented and children's craft work contributes to making a warm and welcoming environment. The celebration of festivals and access to resources assist in promoting diversity within society. Behaviour management expectations are high and staff consistently follow policy and procedures to ensure the children respond appropriately.

Partnerships with parents are good. Parents are provided with worthwhile written information about the services and educational curriculum. Development and assessment records are formally shared and can be discussed at anytime with the child's key worker.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have access to an extensive range of well presented resources and activities. These assist in creating the warm and welcoming environment where staff work well as a team and interact with the children to ensure they are settled and happy in the environment.
- The presentation of creative and messy play activities for all age groups develops children's sensory experiences and the opportunities to learn an extensive vocabulary and understanding of media and materials.
- Staff commitment to accessing training and converting their knowledge to early years qualifications contributes to the children's positive learning experiences.
- Children are provided with regular drinks and snacks, and healthy and nutritious meals which are freshly prepared on the premises. These meet individual dietary needs and parents wishes.
- Children with special needs are successfully integrated into the setting. Staff ensure their knowledge is updated and they work with parents and other agencies to meet the needs of the child.

What needs to be improved?

- the detail in the operational plan to ensure reference is made to all changes

to guidance from September 2003 including to inform Ofsted of any communicable diseases and serious accidents

- staff implementation of the comprehensive policies and procedures for risk assessments to ensure the safety of children on the premises and on outings
- consistent implementation by staff of the good hygiene practices promoted in the operational plan
- the detail recorded in the accident and injuries records and the signing by parents of all documents relating to their child.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure all policies and procedures consistently contain reference to current national standards, guidance and legislation.
2	Ensure all members of staff consistently implement the comprehensive policies and procedures in the operational plan.
7	Ensure all accident and incident records contain worthwhile information and all documents regarding their child are signed by parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Treetops Day Nursery offers high quality nursery education and children are making very good progress in all areas of learning. They have access to an excellent range of resources, which is constantly being increased. Activities and the use of three rooms are carefully planned and children become purposefully engaged in stimulating play. Outside play is promoted and the area is well used to extend the themes.

The quality of teaching is very good. Staff are encouraged and committed to accessing training and the ongoing monitoring of the provision. They have discussions on planning, the use of resources, children's record keeping and individual progress. Evaluation is very effective to plan for children's future needs. Staff plan an extensive range of topics and include opportunities to ensure children learn about their surroundings and the wider community. An awareness of diversity in society is extended with interesting and stimulating themes and extensive resources. However staff do not consistently promote some aspects of learning. Staff have a sound knowledge of special education needs and ensure children are successfully integrated.

Leadership and management is very good. The company delegates day to day management, to a qualified and experienced person who supports the pre-school staff, who respond well to advice, training and support from the company and EYDCP. They are committed to the improvement of children's care and education. Staff work very well together to create a happy, warm and welcoming environment in which children learn.

Partnerships with parents are very good. Worthwhile written information is provided and children's developmental progress is discussed and documents shared regularly. Parents are invited to be involved with their child's learning and many assist on outings. They are aware of themes and topics and how they can develop activities at home, via the newsletters and from the meaningful displays about the curriculum.

What is being done well?

- Staff's understanding and knowledge of the stepping stones to the early learning goals. They plan an extensive variety of carefully inter-related themes and topics, and know what children are to learn, adapting the planning for children's individual needs.
- Staff observe the children well and use the worthwhile information to record achievements and to plan for each child's individual future progress. Documentation is regularly maintained and shared with parents at parent's evenings or at any time by request.

- The interaction between members of staff and children to extend knowledge, learning and experiences in a warm and welcoming, happy environment. This results in children being well behaved, using good manners and a developing understanding of others needs, demonstrated by including younger children and those with additional needs in their play.
- Children have access to an extensive range of resources which are constantly being increased, such as the weather station. Craft and messy play resources are effectively presented and stimulate and encourage children to be purposefully occupied in play and learning.

What needs to be improved?

- the consistent promotion of sharing and respect of property, such as books
- the consistent promotion of good health and hygiene practices and the changes to the body when active.

What has improved since the last inspection?

The day nursery has made very good progress since the previous inspection. The staff in the pre-school have worked together since September 2004.

At the previous inspection the setting were asked to use more effectively the children's opportunities to talk, increase their vocabulary and express their thoughts and ideas about what they know. This is successfully integrated into the planning and the staff ensure the children are given every opportunity to communicate appropriately. The constant buzz of conversation is evidence as the staff have worthwhile interaction with the children.

The staff were to stimulate children's curiosity to develop the asking of questions why things happen and how things work. Carefully planned opportunities to include science and access to an extensive range of resources, visits and visitors to the premises and the constant interaction by the staff ensures this has been successfully addressed. Key questions and words to be used relating to the activities are skilfully recorded on the planning documents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and motivated to learn, confident to join in and share information at register time and during play. They eagerly share their achievements of completed work, such as on the computer. Children generally use good manners and share, but do not always respect property. Well developed friendship groups and a sense of community and needs of others is developing as they include younger children in their play. They serve drinks and snacks competently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's interaction and vocabulary is well developed by the enthusiastic staff who present children with an exciting range of resources and themes. Previous topics and events are recalled as they repeat sounds and new words learnt during activities, such as the weather topic. Books and examples of text around the playrooms stimulate reading and use of phonics. Interactive stories are enjoyed. Children spontaneously mark make during play and their handwriting is often used in displays.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have well developed language and knowledge of mathematical concepts. There are excellent opportunities to become absorbed in activities using stimulating resources and see numbers, count, describe shapes and measure throughout their play. They enjoy the links to shape in the craft room and attempt to re create patterns. The solving of mathematical problems and calculating are carefully integrated into the play and they spontaneously relate them to every day activities like snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to explore and investigate an extensive range of objects and materials using all their senses. They observe change, compare resources, ask questions and listen to responses. The computer and programmable resources are used competently and older children show younger children new skills. Topics often extended by visits to the town, develop an awareness of time and place. An awareness of culture and belief is promoted with resources and festival celebrations.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and an awareness of space and safety around the resources and play areas. They have good control and co-ordination skills when using the excellent range of small and large resources, both indoors and outdoors. Movement skills on the large equipment is developing as they access resources in the hall and outdoors. Their understanding of the need for good hygiene practices and how their body changes when they are active are inconsistently promoted.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy exploring an excellent variety of media and materials and create both two and three dimensionally. Their work is valued and displayed. They use their imagination and extend their own ideas in the role play areas, often extending their experiences such as visiting the fire station. Music in many forms is enjoyed and solo singing is warmly applauded. They have good memories for words of stories, poems and songs and express their enjoyment of activities using all their senses.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the consistent promotion within the routines of sharing, showing respect for property, good health and hygiene, and an awareness of changes to the body when active.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.