



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 322395

DfES Number: 510416

### INSPECTION DETAILS

Inspection Date	01/11/2004
Inspector Name	Elizabeth Margaret Grocott

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Treetops Nursery
Setting Address	96 Stonebridge Lane Croxteth Liverpool Merseyside L11 9AZ

### REGISTERED PROVIDER DETAILS

Name	Ms. Margaret Walters
------	----------------------

## 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

Tree Tops day nursery is situated in Croxteth near to Croxteth Country Park in Liverpool. Most of the children who attend live on the nearby new private housing estates. The day care provider, Mrs Margaret Walters, is a qualified Nursery Nurse. She has many years experience of working with children and has been running the nursery for nine years. She is assisted by 13 full time nursery nurses and two who are part time.

The day nursery cares for a maximum of 47 children aged between six weeks and eight years. There are disabled facilities. The setting is open from 08:00am until 18:00pm, Monday to Friday. The premises consist of a baby room for a maximum of 15 children under two years and a room for 13 pre-school children, both on the ground floor. On the first floor is a toddler room. There is also a large, well maintained garden which is fully fenced. Fencing surrounds the car park to the front of the building which provides extra security for the premises.

### How good is the Day Care?

Treetops Nursery provides satisfactory care for children.

A welcoming environment enables children to develop in a stimulating atmosphere. Some areas are cold. Staff are organised and work well together. They communicate effectively and are encouraged to develop their professional knowledge. There are a high ratio of qualified staff, however the day care provider fails to notify Ofsted of significant changes. The extension of the building is being used without being registered. The provider has failed to comply with local building requirements. Induction procedures are effective, but the lack of an operational plan has a detrimental effect on the setting. All staff are involved in planning and guide children through their formative years.

Children are involved in a range of activities. Play is extended making children think and develop their language skills. There are good relationships between staff and children. Resources are well maintained and provide children with varied

activities. However a lack of domestic furniture in the baby room does not allow staff to sit comfortably or encourage children to develop mobility. Children behave well as staff provide good role models and give consistent guidance.

Risk assessments are not used regularly. The fire risk assessment requested has not been carried out and low level glass needs testing. Staff are aware of hazards while children are in their care. Senior staff do not have adequate knowledge of child protection procedures. Menus are displayed and unlimited water is available. The cook does not have any training, food is not varied and does not encourage healthy eating. Children are respected and learn about the wider world, but individual needs are not always first priority. Children with special needs are welcomed - staff ensure their inclusion.

There are good relationships with parents but they do not have enough information about their child's progress. Records are not in good order but are confidentially stored.

#### **What has improved since the last inspection?**

A total of five actions were set at the last inspection. Four have been addressed. Most actions related to documentation, after the National Standards were implemented. The action that has not been fully addressed relates to the operational plan. This has been started, but still has a fair way to go. When this is complete - it will provide underpinning structure to the day to day running of the service.

#### **What is being done well?**

- The relationships staff have with children. Staff spend time cuddling and playing directly with children. Strong bonds are formed and good relationships develop with parents.
- The hygiene in the milk room. Systems in place ensure that this area is free from clutter and babies milk and food is sterilised and prepared promoting good hygiene.
- Resources provided for children are interesting. Babies can play with shredded paper, children model with clay and an instructor visits weekly to provide gym sessions for the toddler and preschool children.

#### **What needs to be improved?**

- the information given to the regulating body
- the operational plan and the organisation space and furniture in the baby room
- the temperatures in rooms
- the compliance with local planning and building requirements
- the risk assessments

- the recommendations made by the fire safety officer
- the training in connection with food handling regulations and the policy on Calpol
- meeting individual needs and not putting nursery routines first
- the statement for special needs
- the understanding of child protection procedures
- the understanding and implementation of the National Standards for day care

**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 from 1st April 2004.

**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 must take the following actions by the date shown**

Std	Action	Date
6	meet any recommendations made by the Fire Safety Officer (in this case a fire risk assessment of the building extension)	02/11/2004
13	develop and update knowledge and understanding of child protection issues	02/02/2005
14	ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times and ensure Ofsted is informed of relevant changes	02/11/2004

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

Std	Recommendation
2	Ensure the completion of the operational plan is given priority. Reorganise space in the baby room to take into account, the impact of the number of babies, the numbers of staff present and the duties that need to be performed. Ensure that suitable furniture is available to meet the needs of children and staff in the baby room
4	ensure that children's dignity and privacy are respected when using the toilet, and that rooms are maintained at adequate and comfortable temperature. Comply with local authority building and planning control requirements. Provide evidence of certificates for all building work
7	revise the policy on Calpol and ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements
8	review the menus to decrease the amount of processed foods and increase the amount of fresh foods. Ensure the children are getting a varied and nutritious diet.
6	conduct a risk assessment on the premises including the extension outdoor area, identifying action to be taken to minimise identified risks
10	devise and make available to parents, a written statement on special needs which is consistent with current legislation and guidance. Ensure that this is understood and implemented by all staff

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

### How effective is the nursery education?

The overall quality of the nursery education at Treetops Nursery is good. Children make very good progress towards the early learning goals in personal, social and emotional development, knowledge and understanding of the world, physical development and creative development. They make generally good progress in communication, language and literacy and mathematical development.

The quality of teaching is generally good. Staff have an enthusiastic approach to teaching and provide a range of practical, interesting activities which effectively develop learning in most areas. They do not give sufficient emphasis to developing children's vocabulary and skills in comparing numbers. Staff have positive, warm relationships with the children. They promote children's confidence well through good use of praise. An emphasis on teaching children in a large group at carpet time limits learning in some areas such as number recognition. Staff question children well to develop learning. Children behave very well in response to staff's high expectations. Staff know the children well and use this knowledge to inform their day to day teaching. The system for assessment does not ensure that children's learning is effectively assessed in the six areas of learning.

The leadership and management is generally good. The supervisor is enthusiastic and gives clear direction to other staff. Staff work together well to plan and teach. The manager lacks knowledge of the learning outcomes for the foundation stage and gives limited direction. This limits the effective evaluation and monitoring of planning and teaching.

The partnership with parents and carers has significant weaknesses. Parents share what they know about their child through informal talks with staff. They receive limited information about the educational provision. There are no regular opportunities for parents to be informed about their child's progress. There are few chances for parents to be involved in their child's learning.

### What is being done well?

- Staff have positive warm relationships with children. Children appear happy and content with staff.
- Staff praise children well, which effectively promotes children's self confidence.
- Children behave very well. Staff have high expectations for behaviour.
- Staff have an enthusiastic approach to children's learning which promotes children's own enthusiasm and interest.
- Children show a high level of personal independence in putting on coats, laying the table for lunch and serving themselves with drinks. Staff effectively

promote this independence.

- Children are learning to express themselves imaginatively in role play.

#### **What needs to be improved?**

- planning to include chances for children to extend their vocabulary and compare numbers.
- monitoring of planning to ensure that a balance of activities is provided and that areas for improvement are identified
- the system for assessing children's learning to ensure that children's learning is observed and assessed in the 6 areas.
- the manager's level of knowledge about the desirable learning outcomes/ early learning goals in the foundation stage and the level of support and direction given to staff, to ensure the effective monitoring and evaluation of planning and teaching
- grouping of children to ensure that learning from activities such as those for number recognition is maximised
- the partnership with parents to ensure that they receive more information about the educational provision, are regularly informed about their child's progress and are encouraged to be involved in their child's learning.

#### **What has improved since the last inspection?**

The nursery has made generally good progress in meeting the key issue for action identified at the last inspection. This required the nursery to adapt planning of activities to promote physical development and provide challenge for older and more able children. It also required the nursery to give more attention to increasing children's vocabulary.

The nursery has effectively adapted plans for physical development. Staff plan a varied range of activities including a weekly gymnastics lesson from a visiting teacher. As this aspect of the key issue relates to providing challenge for older children it could not be fully assessed as this inspection relates to funded 3 year olds only. Three year old children make very good progress in this area of learning. Staff have not adapted plans to increase the attention given to extending children's vocabulary. This aspect remains a key issue following this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in activities and concentrate well to make a Diwali lamp holder from clay. They are confident to try new activities and select their own. Children behave very well as they put their hands up to take part in a discussion. They co-operate well together in sand play. Children have positive warm relationships with staff. They happily carry lunch for the toddlers to their room. Children show a high level of independence as they serve their own drinks and put coats on.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident to recognise their names at register time. They show enjoyment and understanding of stories as they choose books to 'read' to themselves. Children happily use the notepad in the role play area to make marks. Many children are confident to share their news with the group at carpet time. Children are learning to express their ideas clearly as they create scenarios in the role play 'hospital'. They make limited progress in developing their vocabulary.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing confidence in recognising shapes. They are becoming confident to count to 5 and beyond. Children learn to recognise numbers to 5 but this is limited at times by the organisation of activities. They are learning to solve practical problems and use mathematical language as they discuss whether they have made their clay candle holder too big or too small for the candle and adjust it accordingly. Children make limited progress in learning to compare numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning to observe change as they watch cress grow. They are becoming confident to build and construct models such as a 'police radio' from waste materials. Children are developing a good sense of time as they talk about their experiences 'yesterday' and 'later on'. They show confidence in using a computer to support their learning. Children are developing a good awareness of their local environment through good use of visitors to nursery such as a police officer and lollipop lady.



**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move with confidence and increasing control as they take part in action rhymes and gymnastics activities. They notice the effects of their exercise in making them feel hot. Children show a good awareness of space in indoor physical activities. They show proficiency in using wheeled toys negotiating a path through the play space. Children balance well using 'stilt cups'. They show increasing skills in threading shapes and building using construction sets.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children express themselves freely using a variety of different materials. They learn to explore colour through printing, painting and colour mixing. Children play imaginatively in the role play 'hospital', creating scenarios. They enjoy singing a range of familiar songs. Children listen to different types of music and explore sound through use of a good range of instruments. They effectively respond to a range of different textures as they make sand pictures and explore the feel of clay.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- improve planning to include chances for children to extend their vocabulary and compare numbers.
- improve monitoring of planning to ensure that a balance of activities is provided and that areas for improvement are identified
- develop the system for assessing children's learning to ensure that children's learning is observed and assessed in the 6 areas.
- increase the manager's level of knowledge about the desirable learning outcomes in the foundation stage and the level of support and direction given to staff, to ensure the effective monitoring and evaluation of planning and teaching
- adapt grouping of children to ensure that learning from activities such as those for number recognition is maximised
- improve the partnership with parents to ensure that they receive more information about the educational provision, are regularly informed about their child's progress and are encouraged to be involved in their child's learning.

*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.*