

# Treetops at Sunny Corner

Inspection report for early years provision

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EY268855

**Inspection date**

11/05/2011

**Inspector**

Teresa Taylor

**Setting address**

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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*.

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## **Description of the setting**

Treetops at Sunny Corner was registered in 1990 and is one of 31 nurseries owned by Treetops Nurseries Limited. It operates from eight rooms in a converted building in the Kings Heath area of Birmingham. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 7.30am to 6.15pm for 50 weeks of the year. Children have access to a fully enclosed outdoor play area.

There are currently 68 children on roll in the early years age group. Of these, two receive funding for early education. Children attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and those for whom English is an additional language.

The nursery employs 15 members of staff. Of these, 10 hold appropriate early years qualifications at Level 3, two at Level 2 and two are working towards a qualification. A cook and a cleaner are also employed.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are relaxed and active in the nursery environment. They are provided with an excellent range of play activities which ensure they are making progress in all areas of learning. Well-written policies and procedures underpin the nursery's practice, however, staff do not routinely follow all of them. There are exceptionally good partnerships with parents, outside agencies and other providers. The group has a good capacity for continuous improvement and all staff hold enhanced Criminal Records Bureau checks.

## **What steps need to be taken to improve provision further?**

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

- ensure staffing arrangements are organised to meet the individual needs of all children, with specific reference to outdoor play
- treat mealtimes as an opportunity to promote children's social development, while enjoying food and highlighting the importance of making healthy choices.

## **The effectiveness of leadership and management of the early years provision**

Staff have a good understanding about safeguarding procedures, including the requirements of the Local Safeguarding Children Board. However, they are not always sufficiently aware of how many staff are in the garden as some are completing other tasks. Policies, procedures and documentation for the effective

running of the setting are written and effectively implemented, except at meal times. Policies and procedures are freely available for parents to read at any time. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised or removed. A regular checking and cleaning schedule ensures children are kept safe from faulty equipment and the risk of cross-infection is minimised.

The staff have a clear vision for the future of the group and have identified areas for improvement. These include, refining their observations and records of children's development and to develop a portfolio of information about schools that children move on to. These will have a positive effect on the children and provide more reassurance for transition to school. The staff group is very committed to continuous improvement and regularly discuss areas for development to enhance the outcomes for children. A formal self-evaluation has been undertaken and includes feedback from parents and children. Parents have access to daily discussions, regular newsletters, workshops and open days, and are welcome at any time to comment on any area of the nursery practice. They are actively encouraged to be fully involved in all aspects of their child's care and learning. The nursery has excellent relationships with outside agencies and other settings the children attend or are moving on to. School teachers and other professionals regularly visit the nursery.

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

Children make superb progress as they have access to a very wide range of activities. They are settled and relaxed and are given extensive support that ensures that they develop fully as individuals. Planning ensures children are provided with an excellent range of learning experiences which keep them involved and engaged. Children have an exemplary attitude to learning. Staff actively encourage exploration and investigation and are clear that children often learn better when they instigate activities. To this end, staff include information from home about special events, family changes and festivals in their planning. This reinforces learning and individual experiences and keeps parents actively involved. Information is obtained about children's starting points and observations of children's progress are undertaken. The evidence gathered is used to plan children's individual next steps. Learning journey folders are shared with the parents on a regular basis, ensuring they know the progress their children have made.

Children are supremely confident when exploring the environment, both indoors and out. They play an active role in their own learning, make choices and decisions and extend activities, with the staff providing support as appropriate. Staff promote all areas of equal opportunities and inclusion through well-planned activities, discussions and displays. Children have access to an excellent range of resources to support their independent learning. Staff encourage children to be proactive in their own learning by asking open-ended questions and they respond well to child-initiated activities or comments. For example, while playing in a paddling pool indoors filled with shredded paper, children pick up handfuls of

paper and drop them, treating them like water. As they drop the paper a staff member extends the activity by asking 'will everything will fall like the paper?'. A heavier object is dropped and children observe the difference. This evolves into an excellent discussion on gravity. Children display a clear understanding of heavy and light. Another child plays with a selection of seashore items. He is fascinated when he wets a piece of slate and it changes colour. He quickly explains the difference between light and dark, wet and dry.

A range of activities help children to understand the wider world as they explore the natural environment, use a range of natural resources, dig, plant and grow herbs and vegetables. They have visitors from the local community. For example, a police officer and a fire officer. Fire exit procedures are completed regularly and recorded. Children explain what they would do if the alarms go off, where they would go to and, that the fire engine will come and make everything safe. Children have a very good understanding of how to keep themselves safe and understand the explanations staff give regarding using the stairs and resources. Children have developed appropriate strategies to play together harmoniously, often in advance of what would be expected for their age. Staff are very good role models and provide appropriate explanations of acceptable behaviour. This promotes children's understanding and cooperation with each other and they have superb self-esteem. The staff are exceptional at promoting communication skills and this enables children to develop skills for their future. The use of sign language, superb labelling and displays throughout the nursery enable children to relate non-verbal communication and the spoken and written words to each other. They make outstanding progress in problem solving and number skills as they enjoy a range of experiences. For example, children play with a range of colour boxes. A staff member mixes up the contents, which include colours, shapes and words. Children eagerly search for items requested and are invariably correct. At snack time children discuss oranges. They decide they are juicy and sweet not sour. Staff encourage children to think about other things to do with oranges and they decide you can have orange juice. Staff have clear arrangements in place to enable children to part from their parent or carer with as little stress as possible by ensuring their key worker is always available and favourite toys are at hand.

There is clear affection between the children and staff, with smiles and cuddles freely given and received. Children have frequent opportunities to learn about a healthy lifestyle as staff routinely discuss healthy eating and the positive effects of exercise. However, occasionally staff reinforce children's reluctance to sample different foods and some do not sit with the children at meal times, so social skills are not always promoted effectively. Children's general good health is promoted as staff support children's independence in personal care and explain why washing their hands is important, especially before meals and after outdoor play.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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