

# Treetops Nursery

Inspection report for early years provision

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**Unique reference number**

EY283464

**Inspection date**

18/05/2011

**Inspector**

Jean Otter

**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*.

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.

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## Description of the setting

Treetops Nursery is one of 32 nurseries owned by Treetops Nurseries Limited. It opened in 2004 and operates from a purpose-built building in the village of Barlborough, Derbyshire. There is a secure enclosed outdoor play area.

The day nursery serves the local area and surrounding counties. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting opens five days a week all year round, except Bank Holidays. Sessions are from 7.30am to 6pm.

The setting is registered to care for 83 children, of whom no more than 39 may be under two years. There are currently 99 children in the early years age range on roll, including 43 children who receive funding for early education. The setting currently supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The day nursery employs 14 staff who work with the children. Appropriate early years qualifications are held by 13 members of staff, the manager has a level 4 qualification in Childcare, Learning and Development and one member of staff has obtained a Foundation degree.

The setting receives support from the local authority and are members of the National Day Nursery Association. The day nursery owners delegate day-to-day responsibility to the staff on site.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides very effectively for children in the Early Years Foundation Stage. Staff create a thoroughly safe, fully inclusive, enabling and welcoming environment so that all children benefit from the significant wealth of activities and experiences. The planning for children's learning and development ensures all children make good progress. However, the knowledge of the learning intentions of activities are not always secure and written entries are not always adept. The nursery has developed excellent partnerships with parents, other professionals and settings. The manager superbly evaluates the strengths and areas for improvement within the setting.

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

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

- ensure staff have secure knowledge of the learning intentions for each activity.

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

The company has comprehensive and effective safeguarding policies and procedures in place to ensure children are well protected. All staff attend training, which is regularly updated, and therefore they have a very clear understanding of the procedures and how to implement them appropriately in order to protect children from harm. Children feel safe in the setting as staff practice thoroughly safe routines to minimise risk and they teach children how to keep themselves safe from injury.

The manager of the setting has strong leadership and organisational skills, using several self-evaluation systems exceptionally well to monitor and evaluate the provision. Staff have practical skills that support children's learning very well and they use the principles of the Early Years Foundation Stage framework during their work. Children are very well supervised and staff are effectively deployed, moving around the areas, talking to and observing children and engaging well in their play. Staff share the tasks of guiding the play and routines and communicate effectively together to ensure the smooth running of the setting.

Parents and carers of the children are valued and supported as partners in their children's learning. They are given excellent information about policies and procedures, and how learning and developmental opportunities are created and implemented within the setting. The nursery uses various means of communicating with parents, for example, they have recently introduced a text messaging service and held an open day. Parents are invited to add their knowledge and skills to enhance their child's experiences and the nursery is proactive in seeking their views through regular questionnaires. Comprehensive links are formed with other professionals to ensure each child's needs are consistently met and close working relationships are in place with regards to the local school in the area, where meetings are held to discuss transition. Children's 'Learning Journeys' are made available to the school via their parents. The transition process to school for the children is excellent.

All necessary documentation for the safe and efficient management of the setting is in place and all staff are vetted. Induction programmes are in place and there are ample opportunities for ongoing training. Training is often cascaded down to the team during team meetings. The manager has a clear vision of what is 'expert practice' and is constantly aiming to maintain high standards. Self-evaluation tools are used by the company and welcomed by the manager to focus on improvements. Action plans with timescales are evident and all recommendations from the previous inspection have been thoroughly addressed. The recent refurbishment of the nursery, both indoors and outside, was planned and managed very well, significantly enhancing the environment for the children. The manager and staff have created a warm, purposeful and friendly setting that is welcoming and supportive to children, parents and visitors.

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

Children are encouraged to investigate, explore and use their creativity and imagination. Themes, topics and outdoor play are used skillfully to extend their knowledge of the wider world. Numbers and shapes are used consistently and comparisons and measure are introduced well. Role play, tools and materials are used creatively and there are daily opportunities for children to develop skills for mark making and to learn new technology, which supports them to make good progress across the areas of learning. The environment is resource-rich, both indoors and outside, and children have access to a wide range of activities and supplementary resources. A comprehensive range of books are available and those in the newly formed library area can be taken home. 'Grab and Go' boxes are also available to take home and provide interesting activities for children and parents to do together, for example 'Making fairy cakes' and 'Creative card making'.

Activities are well planned and take into account children's individual interests and ideas. Staff securely base their planning on what children enjoy and can do, taking into account their 'starting points'. They observe children as they play and use the observations to ensure that children's needs are being met and to plan the next steps in their learning. However, the learning intentions of the activities are not always secure, which may result in missed learning opportunities for children. Written observations and comments in the children's 'Learning Journeys' demonstrate that staff are not yet fully confident in the terminology used in the Early Years Foundation Stage.

Staff ensure parents and carers have opportunities to talk to them, both informally on a daily basis and on more formal occasions, where they can share detailed information about their child's care, well-being and progress. Staff use good communication with the children, they ask open-ended questions and present high levels of challenge. Children listen to and use a wide range of vocabulary and are keen to express their ideas and feelings through discussion. Children make good relationships and play and work well together, learning to negotiate and problem solve as individuals and within larger groups, which develops their confidence and self-esteem. They are encouraged to make choices and decisions for themselves. They learn to respect and value people's differences and similarities through stories and discussion and as they celebrate different cultural events throughout the year. Children with special educational needs and/or disabilities are fully supported within this inclusive setting where each child is valued and respected.

Staff create a safe and welcoming environment where risk assessments are detailed and robust and support children's health and safety very well. Children learn how to keep themselves safe and develop positive attitudes towards healthy eating through projects and discussion. Freeflow between indoors and outdoors allows children to choose to play outdoors whenever they want. The activities are replicated in both areas and fully deliver the curriculum wherever they decide to 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	1

### 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>	1
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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	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	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

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