

# Treetop Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY414131
<b>Inspection date</b>	13/06/2011
<b>Inspector</b>	Jo Rowley
<b>Setting address</b>	396-398 Dunstable Road, Luton, Bedfordshire, LU4 8JT
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<b>Email</b>	
<b>Type of setting</b>	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**

Treetop Nursery registered in 2010 and is privately owned by the Rabia Education Trust. It operates from the ground floor of a dedicated building in the town of Luton, Bedfordshire. The nursery serves the local and surrounding areas and has links with the local primary schools. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens each weekday from 8am until 4.30pm for 50 weeks per year, with children being able to attend for a variety of sessions. The nursery is registered on the Early Years Register to care for a maximum of 40 children at any one time. There are currently 88 children on roll who are within the early years age range. The nursery also offers care to children aged over five years to eight years and is registered on the compulsory part of the Childcare Register. The nursery provides funded early education for three- and four-year-olds and supports children with special educational needs and/or disabilities as well as children who speak English as an additional language.

The nursery employs eight members of childcare staff. Of these, four hold an appropriate early years qualifications to level 2 or above. The nursery receives support from the local authority.

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

Overall the quality of the provision is satisfactory.

Staff knowledge of the Early Years Foundation Stage is sound. The manager and team of staff provide a welcoming environment and they demonstrate awareness of appropriate safeguarding procedures, which ensures that children are safe. Staff have a suitable knowledge of each child's needs, which enables them to promote an inclusive environment in which every child is included. Partnerships with parents, carers and other professionals are good and these help to promote effective relationships while also fostering children's development. Procedures for self-evaluation are established, with staff and parents included in the process for developing future plans in order to promote children's learning and development. Observations and assessments for the Early Years Foundation Stage are effective in supporting all areas of children's learning and development.

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

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

- extend resources and activities to ensure that children are suitably challenged
- consistently record the actual times of children's attendance.

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

Effective safeguarding procedures and staff knowledge ensure that children are protected. For example, staff have completed additional safeguarding training and there are effective written policies in place which are shared with parents. The manager is responsible for ensuring that only vetted persons have access to children and there is a written procedure for volunteers and students. Clear recruitment and induction procedures ensure that all staff working with children are suitable to do so and that they hold the required clearances. Weekly team meetings and regular appraisals are used to promote staff understanding of their roles and responsibilities. Staff are vigilant at dropping off and collecting times to ensure that children do not leave unsupervised. However, although children's attendance is recorded on a daily basis, their actual times of attendance are not recorded consistently, potentially affecting their safety. Risk assessments of the building are carried out on a daily basis and further risk assessments are completed for each outing that children take part in, including regular horseriding lessons that children take part in.

Self-evaluation processes have begun and a formal written evaluation of the setting's practice is in place with improvements highlighted, and parental feedback is taken into account through questionnaires or discussion, which is encouraged. Staff are suitably deployed throughout the setting and the environment is bright and welcoming, decorated with posters and examples of children's work in different languages, promoting their self-esteem. Resources are accessible for children to self-select, although they do not always provide effective challenge for some children because there are restricted opportunities for these to be changed or rotated as resources are limited.

Staff provide play provision to promote diversity and social awareness, with opportunities for children to fully explore diversity and cultural awareness. For example, the nursery operates within an Islamic ethos, whereby there is an all-female staff and parent environment during the opening hours. However, the setting promotes equal opportunities by welcoming all faiths and religions into the nursery. Although many children at the setting follow a Muslim culture, all children, regardless of their faith, disability, educational need or language are equally welcomed, therefore promoting inclusion. Children who speak English as an additional language are supported by staff, who work with parents to support each child by using words and phrases in the child's home language. Staff have worked hard to develop relationships with parents, carers and other settings, such as the local primary schools, and promote a two-way flow of information to these settings, enabling them to have a knowledge of the children's achievements and development. Ongoing relationships with the children's centre staff are promoted as they work together, sharing information to promote better outcomes for children.

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

Children are happy, settled and are making suitable progress overall in their learning and development. Observations, including snapshots, are completed on a regular basis and staff identify the next steps in a child's learning and incorporate these into the planning to ensure that activities are tailored to the needs and abilities of individual children. Planning is organised by the manager and all staff to ensure that the six areas of learning are consistently planned for and that children learn equally across all areas of learning. Children's development in communication, language and literacy is promoted as they show an interest in books, reading and writing. They independently access writing equipment, such as pens and crayons, as well as having the opportunity to write their own name on their artwork, promoting their self-confidence. Children enjoy story time and show interest in books promoting the world around them. An example of this is where a group of children are sitting with a member of staff as they look through a world atlas book. The children talk about the different countries they have travelled to or where they would like to visit, with the member of staff informing them of the different places some of their friends and families may have visited.

All children show a great interest in creative and imaginative resources, engaging fully in role play for extended periods of time. For example, a group of children get dressed up in clothes and shoes and carry handbags. They become police and post people as they buy food in the shop where some children are the shopkeepers. Other children use their imaginations differently as they work with others to create a train track which their trains will be able to operate on. Children's physical development is regularly promoted as they have daily opportunities for outside play where they use resources, such as, balls, bats, bikes and hoops. Staff join in with the children's play and encourage them to play together by planning and initiating games with them. For example, children enjoy playing with foam soap. A water tray is filled with the 'crazy soap', which children clearly love to play with. They excitedly touch and feel the soap, creatively moulding it into different shapes and talk to their friends about what they are making, promoting all areas of learning. Children are encouraged to have some ownership of their health and hygiene and follow daily routines, such as hand washing before snack and after toileting. They are offered healthy snacks of fresh fruit on a daily basis and their independence is promoted as they pour their own drinks and choose their own fruit snack while sitting with their friends in the 'snack cafe'.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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