

Treetops Day Nursery

Inspection report for early years provision

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05/12/2011

Inspector

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Type of setting

Childcare - Non-Domestic

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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 Day Nursery was registered in 1998. It is one of 31 nurseries run by a Treetops Nurseries Limited. It operates from a converted school and domestic premises in Ashbourne, Derbyshire. The nursery has an enclosed outdoor area. The nursery serves the local and wider community. It is accessible to all children. The nursery opens Monday to Friday, 52 weeks a year. The nursery is open from 7.30am to 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children may attend the nursery at any one time, all of whom, may be on the Early Years Register. There are currently 72 children attending who are within the early years age range. The nursery provides funded early education to three-and four-year-olds. It supports children with special educational needs and/ or disabilities and children who speak English as an additional language.

The nursery employs twelve members of childcare staff, all of whom, hold appropriate childcare qualification. The manager holds Early Years Professional Status. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good understanding of the Early Years Foundation Stage which contributes towards ensuring that children make good progress in their learning in this welcoming environment. Staff have a good knowledge of safeguarding matters. Procedures and practices contribute towards the safety and welfare of the children. Partnerships with parents are outstanding and positively contribute towards children's learning and development. Partnerships in the wider context are used to promote good care and education. The settings capacity for well-targeted continual self-evaluation and improvement is good.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with a child is collected from parents in advance of a child being admitted to the nursery (Safeguarding and welfare). 16/12/2011

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

- provide further positive images that challenge children's thinking and help them to embrace differences in special educational needs and/or disabilities

- develop systems for sharing, learning and developing information with other practitioners who deliver the Early Years Foundation Stage.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff understand child protection procedures and know who to contact should they be concerned about a child in their care. There are effective recruitment and vetting procedures in place to ensure that children are cared for by suitable people. The nursery routinely verifies the identity of all visitors. Risk assessments are completed on the indoor and outdoor learning environments and outings, as a result, hazards to children are minimised. Behaviour within the setting is good. Effective evacuation procedures are in place and staff ensure that regular fire drills are completed. Therefore, children understand how to keep safe. Required documentation is in place and available for inspection. However, the nursery does not obtain information from parents regarding legal contact. Robust procedures are in place to ensure that children are only collected by those identified and authorised to do so. Therefore, the impact on children is minimised. The environment is welcoming and provides good opportunities for children to make choices about their own learning and play.

Staff work well as a team and are committed to improving outcomes for children. All staff are aware of their roles and responsibilities within the setting and are included in the systems to monitor and accurately evaluate the strengths and areas for improvement of the nursery. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into nursery life. Regular staff meetings provide valuable opportunities for staff to plan and share information. As a consequence, the individual needs of the children are met. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

Partnerships with parents and carers are outstanding. Their views are systematically sought as part of the self-evaluation process which contributes towards ensuring that the needs of all children and their families are met. On induction, detailed information is obtained from parents and used effectively to determine the children's starting points. Staff dedicate time to getting to know children and their families. This is achieved through the effective implementation of the key person system and informal discussion each day. Partnerships with other settings delivering the Early Years Foundation Stage to its children are developing in order to ensure continuity in children's welfare and development. Systems are in place for staff to exchange information with local schools throughout the year. Consequently, children's transitions and quality of care is enhanced as there is stability of care and effective support for children when moving to school.

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

Children make good progress towards the early learning goals in all areas of learning in relation to their starting points and capabilities. The learning environment indoors is welcoming and child-friendly, with space for children to move around and explore. Resources are purposeful and developmentally appropriate. The setting has positive images which reflect other cultures and gender, however, there are few images regarding disability and special educational needs displayed in the learning environment. Consequently, opportunities to develop children's understanding of the wider community are not always maximised. Children interact positively with their peers and share good friendships. They have many opportunities to make choices about their own play and learning as they freely access a range of activities to develop their learning. There is a good balance of adult-led and child-initiated activities that result in children being active learners. All children are valued and treated with equal concern.

Children get excited as they choose items to wrap up as presents to send to Santa and discuss who will be the elves to help him. Physical skills are enhanced as they fold the paper and use scissors to cut the sticky tape. Children work together as they discuss and count how many presents they will need. Communication and literacy skills are developed as children are encouraged to write their name on their pictures using a variety of writing resources, such as, crayons, white board markers and paints. Children's sensory development is enhanced as they play in shaving foam with sponges and brushes. They smell and move the foam around with their hands as they chuckle with delight. Younger children explore textures, such as, metal whisks, textiles and paints broadening their creative understanding. Shape matching games broaden children's problem solving skills as they count the sides of each shape and are supported by adults in naming them. Adults support children in prediction as they roll balls along a tube into a bowl. They work collaboratively to achieve their goal. Consequently, children are active learners and are beginning to think critically and creatively. Younger children enjoy choosing books and turning the pages. Quiet areas give children opportunities to read with adults or independently. As a result, children are increasing their understanding of how to use and handle books correctly.

Children generally behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe. For example staff remind children how to use larger physical equipment safely. Children have daily access to the outdoor area. Consequently, they are beginning to understand the importance of exercise as part of a healthy lifestyle. Most children understand and adopt good hygiene practices by washing their hands independently before eating or after using the toilet. Children can access drinking water throughout the day. Consequently they are able to remain hydrated. Children have exceptional opportunities to contribute both within the setting and the wider community. As a result, children feel valued. Staff acknowledge children's contributions in the setting and give praise at every opportunity. Children are developing the habits and behaviour appropriate to good learners, their own needs and those of others.

Children respond to the expectations of the staff for good behaviour as their skills for the future are enhanced.

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

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

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	2
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

Outcomes for children in the Early Years Foundation Stage	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	1
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