

# Treetops Day Nursery

Inspection report for early years provision

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**Unique reference number** 258424  
**Inspection date** 17/11/2011  
**Inspector** Elaine Poulton

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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 opened in 1991 and is part of the Treetops Nurseries group. It operates from self-contained premises in the Oakwood, Derby. All children have access to a secure outdoor play area.

A maximum of 65 children may attend the nursery at any one time. There are currently 120 children on roll. Of these, 42 children receive funding for early education. The nursery is registered by Ofsted on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The nursery is open Monday to Friday from 7.30am to 6pm all year round. The out of school provision operates during term times and during school holidays. The nursery currently supports a number of children with special educational needs and/or disabilities.

The nursery employs 20 members of staff. Of these, 15 hold appropriate early years qualifications at level 3. One member of staff holds an early years degree. The nursery receives support from the local authority.

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

Overall the quality of the provision is good.

Most children make good progress in their learning and development. Staff recognise children's interests and individuality and have a secure knowledge of the Early Years Foundation Stage. Overall they plan a wide variety of play activities linked effectively to the early learning goals. A superb range of resources helps children to develop an understanding of the importance of living a healthy lifestyle particularly well. Staff build excellent relationships with parents to secure knowledge of children's individual and routine needs. Systems to monitor and evaluate the service are good which provides a secure basis for maintaining and making continual improvement; generally risk assessments are robust.

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

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

- review the risk assessment to ensure it covers everything with which a child may come into contact with
- enhance the systems to further support practitioners to plan and resource a challenging environment, where children's play can be extended.

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

Procedures for safeguarding children in this setting are good. There are robust staff vetting, induction and continued suitability procedures in place. Staff are

vigilant with visitors and security in and around the setting. Most have up to date training in safeguarding and paediatric first aid to support their practice. There are a wide range of clearly written policies, procedures and parental permissions to ensure children's individual needs are met. There is an effective risk assessment in place but some hazards are not clearly recorded. However, this has minimal impact as additional daily checks are undertaken to ensure children's safety is not compromised. Children are helped to recognise and respond to hazards and dangers through regular activities, such as practising emergency evacuation procedures. This helps to develop their awareness of keeping themselves and others safe. These measures are effective in promoting each and every child's good health, safety and welfare.

The nursery has a superb range of resources toys and games to enhance children's learning. This includes an excellent range of laminated pictures, posters, words in different languages, photographs and visual prompts that are used effectively indoors and outdoors. A wide range of equipment is available to reflect different ethnic groups, cultural differences and disabilities. For example, the setting celebrates differences and uses positive images of the children attending the setting and from different places around the world in displays throughout the learning environment.

Staff dedicate time to get to know children and their families and carers, fostering exceptionally strong relationships thus helping to ensure that children settle quickly and feel secure. Excellent quality information is shared with parents through a number of effective ways. Parents are fully involved with their child's ongoing assessments and individual learning journeys are readily available should they wish to make any comment or contribution. Parents speak extremely highly of the setting's approach to sharing their children's experiences and feel very well informed regarding their children's care, learning and development. Partnerships with others who are involved in the assessment process are good. Staff work well with external agencies to support the inclusion of children with special educational needs and/or disabilities. The setting effectively supports children moving from one room to the next and from one setting to another. These measures ensure continuity of care and learning for all children during transition times.

The manager is supported by a well-established management structure. The evaluation form shows staff have a good understanding of the strengths and priorities for improvement. It has led the provision to conduct an audit focusing on improving records pertaining to children's learning profiles. One member of staff holds a degree in early years studies and is presently working towards Early Years Professional Status. Some staff access specialist training in areas, such as early communication skills and then cascade good practice to others. The recommendations raised at the setting's last inspection have been fully addressed resulting in improved outcomes for children. This professional attitude to ongoing evaluation assists the setting to effectively look at improving the quality of the service provided.

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

Most children are making good progress towards the early learning goals. Staff sensitively make observations to inform plans and next steps in individual children's learning and development. Overall they plan a broad range of activities based on children's individual schema, learning styles and play preferences. Activities are purposeful, developmentally appropriate and most exploit the excellent range of resources available. However, a few activities are not as well organised to offer optimal challenge.

There is an extensive range of holistic play resources, natural materials and sensory activities used effectively throughout the setting. Babies pull, squash and squeeze long, brightly coloured strands of cooked spaghetti. They explore and investigate baskets of natural items, such as different-sized wicker balls. They enjoy feeling different textures, such as soft silver wrapping paper. Younger children's physical skills are developing well as resources are made available to encourage them to become more mobile. Children are happy and respond well to the individual time and attention they receive. Staff introduce new vocabulary and repeat words during play. They count along with younger children and encourage them to repeat the names of different animals, colours and shapes. Children enjoy looking at picture books and listening to stories. They join in with familiar action rhymes and songs. This helps develop their language and communication skills effectively.

Space is well organised in the designated play rooms, eco room and outdoor classroom. Children's creativity is developing well as they freely paint, cut and glue and model with play dough. They have fun getting messy with body paints. They develop their imagination during role play and with home corner resources, such as baskets of real fruit, carrots and sometimes fresh bread. The outdoor areas are exceptionally well equipped to support children's all round learning and development. Older children involve themselves in recycling projects. They are growing in confidence and are eager to join in activities with their peers. Overall, children are well behaved and are consistently praised for good behaviour and reminded when their behaviour is not acceptable. This helps them consider how their behaviour affects others. They enjoy planting and growing vegetables in compost. Older children are included in some activities at the local primary school if appropriate to individual needs. Younger children go out and about in the six seat buggy to explore the shops and parks and walkways. Children have access to a range of battery operated resources and a computer which they are keen to use. As a result, they are developing skills to equip them in the future.

Children are exceptionally well supported to adopt healthy lifestyles. Babies and toddlers are very well supported at nappy change and during potty training. Drinking water is always readily available for children during the day. The nursery menu is varied and offers a balance of healthy and nutritious snacks and meals. Mealtimes are very social occasions where staff sit with the children and offer appropriate support when needed. They encourage children to self-serve and to be aware of hot food in the serving dishes. Younger children show that they feel safe

by confidently moving from the indoor activity room to the outdoor play area freely. All children have access to outdoor play and can take part in an extensive range of physical games and activities or enjoy the fresh air. They are able to rest or sleep and be as active as is appropriate to their individual needs. These measures contribute extensively towards children's good health and well-being.

## 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	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

<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	1
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