

# Treetops Day Nursery

Inspection report for early years provision

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**Unique reference number** EY362290  
**Inspection date** 07/03/2012  
**Inspector** Sandra Harwood

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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 is situated in the North Shore area of Blackpool. It has been registered since January 1991, but since September 2007 under the current registered provider, which is a limited company. The nursery is set within a dormer bungalow and provides five rooms and a baby unit, all sited on the ground floor. Additionally there is a kitchen and children's bathroom. The upstairs accommodates another kitchen, staff room and office. There is an outdoor play area to the rear of the premises with both hard and soft areas for the children.

Registration is for a maximum total of 47 children under eight years. Currently there are 110 children on roll of whom 46 are in receipt of nursery education funding and of these 33 are three year olds. The setting supports a number of children with learning disabilities and difficulties. The nursery is open throughout the year, apart from Christmas and Easter, from 8am to 6pm each weekday.

The staff team consists of 14 staff members and is managed by a manager. Both the manager and deputy have BA (Hons) degrees and hold Early Years Professional Status. All staff are fully qualified in early years of whom two have foundation degrees, four have Level 4, three hold Level 3 a further two staff hold Level 2 and are working towards Level 3. The cook holds Level 3 in cooking; five star hygiene rating. Advice, support and training are gained from the Local Authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in this bright, welcoming and exciting setting. Safeguarding is given a high priority. All staff are highly knowledgeable about policy and procedures should any concern arise about a child in their care. The setting works extremely well in partnership with other professionals and most parents, this ensures outcomes for the children are extremely well addressed. The enthusiastic and motivated staff are fully committed to providing high standards and are continually striving to improve their practice and bring about improvements through effective self evaluation.

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

To further improve the high quality early years provision the registered person should consider:

- continue to find ways to include all parents input in their child's learning

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

The setting's excellent and robust recruitment and vetting procedures ensure that only staff who hold current CRB checks are suitable to work with children. The staff have a range of childcare qualifications with the manager and the owner being Early Years Professionals. The current staff are highly professional in their manner and know the setting's policies and procedures well. All staff have an excellent understanding of child protection and the relevant procedures should a concern arise about a child in their care. They receive regular training and updates from the designated child protection officer at staff meetings. Daily risk assessments are carried out both indoors and outdoors by the designated staff member, this adds to the excellent risk assessments maintained by the management team.

The management team are experienced and highly skilled at motivating their team. They continually encourage the staff to attend training, visit other settings to identify good practice and offer the opportunity to develop their confidence to share thoughts and ideas at the regular team meetings. This ensures staff are fully involved, motivated and appreciated. The result of this involvement is seen in the low turnover of staff and the consequent consistency of care and education for the children. The self-evaluation for the setting includes information from the staff, parents and children. This enables the setting to successfully evaluate their practice and continually strive for the highest standards for children.

The management team and staff have positive ideas for the future and are embarking on developing the outside area to make it more accessible for the babies. This project is on going and in partnership with the Local Authority. Staff are very proactive in building strong links with other providers through attending meetings and inviting them into the setting. There are well established links in place with other professionals to support children in the setting who have additional needs. The setting works closely with the local schools, especially around transition, inviting the class teachers to meet the children before school.

The setting has a very positive partnership with most parents, they actively encourage a two way flow of communication through a variety of ways such as the 'Wow' book where parents put in exciting things that have happened to their children at home. An interactive notice board enable parents to suggest ideas or address concerns about their child. In addition daily verbal conversations, photographic displays and partnership working through 'The Every Child a Talker' project are used to extend this.

Inclusion and diversity is firmly embedded within all aspects of the setting. Books, displays, signs and toys reflect the children's culture along with excellent training, equipment and additional resources. This ensures that all children's individual needs are met. For example, the re-introduction of signing to further children's, communication skills, and the use of visual boards to indicate where the children wish to go.

There is a varied range of good quality age appropriate bright and clean resources throughout the setting. All resources are very effectively used to promote the six areas of learning and development. The staff work closely together and are very supportive of each other.

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

The children are extremely happy to come into the inviting and exciting setting. An excellent balance of adult led and child initiated activities are offered as the children work towards the early learning goals.

Children actively enjoy the outdoor area as they practice their ball skills and attempt to shoot into the net. They have the opportunity to engage in large construction outside and are encouraged to mark make through the use of clipboards to extend their skills. There is a good range of cars which help develop the children's physical skills and they begin to understand the importance of road safety with visual guides all around. Children also visit the local shop for fruit and vegetables for the setting and walk to the beach.

The children are able to free flow between all the rooms and the outside area. This actively encourages critical thinking and extends their own learning as they can choose to move resources around the setting. Friendly spaces indoors and outdoors create space where the children sit and chat or have some quiet 'me' time.

Children show their increasing knowledge and understanding of the wider world as they inform a member of staff that as firemen they have to put the fire out before any tidying up can be done.

The staff in the baby room make excellent use of space, the babies have the opportunity to explore and take risks in a secure environment with the staff quietly supporting them when required. There is the opportunity to explore natural materials in the treasure baskets. With mirrors at a low level children can begin to identify themselves. The babies are encouraged to help each other and share from an early age. There are good routines in place for handwashing for example, they all wash hands before lunch. Meal times in the baby room is a social affair with the

babies sitting at a low level table. The staff chat to the children about their morning as they gently encourage them eat their meal. Lots of praise and encouragement is given throughout the setting which helps to build children's self-esteem, confidence and excellent behaviour.

The staff make the same excellent use of space in the rest of the nursery and children can self-select high quality resources and toys from low-level storage.

Children are secure in their play and play alone or together with their friends and staff members. The children are extremely capable at co-operating and negotiating with their friends. Staff skillfully encourage children to think and respond through open ended questions and supportive interaction. There are excellent opportunities to explore information communication and technology equipment such as computers and programmable toys.

There is an effective keyworker system which means that the observation, planning and assessment systems are thorough. They pay careful attention to each child's achievements and over-all development. All staff continually observe children's play and record their achievements in their learning journey which is linked to the six areas of learning. For example, a focused activity involves four children with the story of 'Pass the Jam Jim', the children happily take part, passing the jars of jam around and joining in with the story. The staff member skillfully included one child who was watching by inviting him to look after Jim while the children pass the jars of jam to him. This activity was developed to support the identified needs of one child.

Children have a very good understanding of healthy eating through their enjoyment of a balanced and varied diet. Meals are freshly prepared on the premises from a range of fresh nutritious ingredients. Particular attention is paid to children who have specific allergies or may be vegetarian, an alternative is offered. They serve themselves at snack time with a buffet style selection and children and staff sit together to eat their meals in a relaxed atmosphere which give excellent opportunities to promote social and communication skills.

Staff are very positive role models for the children. They speak respectfully to the children and each other and encourage sharing and consideration. Staff within the baby room are extremely skillfull at responding to gestures and developing language skills through good eye contact. Children behave consistently well and are encouraged to use good manners.

## 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>	1
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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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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## **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