

# Treetops PDN

Inspection report for early years provision

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**Unique reference number** EY256531  
**Inspection date** 19/03/2012  
**Inspector** Yvonne Layton

**Setting address** Chesterfield Road, Matlock, Derbyshire, DE4 3DQ

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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 Private Day Nursery is owned by Treetops Nurseries Ltd and was registered in 2003. It operates from a purpose built building in Matlock Derbyshire. The nursery serves the local and surrounding area. The nursery is accessible to all children and there are enclosed areas available for outdoor play. The first floor of the nursery is accessed by stairs.

The nursery opens Monday to Friday from 7.30am to 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions. A maximum of 82 children may attend the nursery at any one time. There are currently 103 children attending who are within the Early Years Foundation Stage. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of child care staff. Of these, nine of whom hold appropriate early years qualifications at level 3. The rest of the team are working towards qualifications at level 2 and level 3. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at the setting and overall their learning and welfare is assured. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs being effectively met. Partnerships with parents are exceptional and the liaison with other providers is effective. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

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

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

- extend steps to ensure the safety and welfare of children by consistently restricting access to rooms which contain potential hazards and keeping the nappy buckets are clean
- embed further the balance of adult-led and child-initiated activities with particular reference to making sure all outdoor activities and resources provide the ultimate play experience.

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

Children are well protected as there are effective safeguarding children procedures and staff have a good understanding of their responsibilities in protecting children from harm. Children's safety is assured as risk assessments are carried out in all areas of the setting which are detailed and routinely evaluated. Security of the premises is robust. However, at the inspection there was a lapse in the safety procedures which potentially posed a risk to children as the laundry, boiler room and storeroom doors were not thumb-locked consistently. While children generally do not have access to these areas they are located on corridors that children and parents use. All required policies, procedures and records are in place and carefully maintained. Additionally, there are efficient systems to ensure staff are suitable for their role. Children's welfare is supported well as the staff complete and actively involve them in established hygiene and safety procedures. Nappy changing procedures are overall effective however, while soiled nappies are put into specialist bags, good hygiene is not fully supported as the bins are not sufficiently clean.

Children's learning is successfully promoted because the staff have good knowledge of the Statutory Framework for the Early Years Foundation Stage. All areas of learning are addressed within the planning, which is effectively led by observations of the children, their interests and individual development. Child-initiated activities are a main focus of the setting. Staff are very confident about their own role in suggesting, guiding and extending children's thinking within their freely-chosen play. They follow through children's ideas and extend their learning by developing themes, encouraging them to develop their activities by discussion or encouraging them to use additional resources. Child-led activities are well supported as children readily select from a good variety of resources and activities. Within this however, some of the outdoor activities are potentially affected because they are somewhat messy and standing water in the 'word and sound' area limits children's involvement. Each child has a detailed assessment file which includes starting points, individual progress and clearly identifies their next steps of learning. Summative observations and reports are regularly completed for each child. Children's transitions are soundly supported as they move rooms and go into mainstream. There is a proactive two-way involvement with other providers and services.

Inclusive practice, equality policies and procedures are carefully implemented throughout the setting so that all children have their welfare needs met and achieve as well as they can. Individuality is very well-respected and responded to effectively. Each child's individual needs and culture is recognised and supported strongly, staff gather valuable information from parents about personal details including first language key words. Partnerships with parents and carers are excellent. There are rich links between the nursery and home including a facility for parents to borrow theme boxes which have clear learning objectives. They have access to a library containing children's and child-care books, magazines, leaflets and newsletters. Home observations about the children are welcomed and proactively used. Parent workshops, family lunches, event weeks, open days and

evenings all enhance the very effective partnership. Throughout the nursery there are files and displays about child development linked to the Early Years Foundation Stage. Daily care sheets, access to the company policies, procedures and an 'open door' policy all ensure continuity in children's care.

The management team have strong aspirations to continue to develop the setting, fully supported by active involvement of all staff. Children's learning and welfare is promoted as there is a proactive ethos to evaluate all aspects of the provision with continual reflection on practice.

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

Children are happy and settled at the nursery and the learning environment effectively supports children's progress towards the early learning goals. Staff are skilled at encouraging children's critical thinking as they present challenging questions. Staff are warm and caring, providing positive interaction between themselves and the children. Children's communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. A sense of self and belonging is promoted exceptionally well as the environment is rich with a wide variety of photographs of the children both during daily routine and at activities. These are supported by displays of their own art work, and quotes from children and recordings of their voices. Quotes from the children are included in displays. Throughout the setting there are posters and resources that expand children's awareness about the world around them. Activities and creative projects include national and international celebrations.

Children are learning good social skills as they behave appropriately for their age. They are suitably encouraged to tidy away and assist in jobs at mealtimes. A sense of responsibility is promoted by older children 'buddying' new children. A 'Star of the Week' is awarded based on achievement in learning and socialisation nominated by the nursery and by parents. Themes are introduced to allay individual children's concerns such as a hairdresser theme, with imaginative resources and craft activities, is used to promote hair brushing.

All children are actively involved in both planned and spontaneous role play, they enjoy circle time, stories and rhymes. Number, mark-making, colour and name recognition is promoted well throughout the setting and integrated into all activities and routines by staff. All children see their names in print throughout the nursery.

Visitors to the nursery and visits to the local and surrounding area extend children's learning about their world and community. For example, children go into the community to investigate different buildings. Visits by the police and fire service increase their understanding of the emergency services and their learning is extended further by imaginative activities and art and craft.

Children's understanding of nature is promoted through a wide range of activities including growing vegetables. Spontaneous nature themes develop through

children's interests and exploration. Outside, children find worms under a mat and then continue to unearth them throughout the area. They have an excellent digging area where they expertly explore and investigate. All children routinely use water, sand and other natural resources in their play. Babies enjoy a wide range of natural and textured resources that enhance their senses. Older children are enabled to use tools safely, such as using logs to practice using screwdrivers.

Healthy lifestyle is promoted throughout the setting. Children learn about the importance of hand and face washing and they practise this with the dolls. Physical skills and confidence are enhanced as all of the children enjoy free-flow outside play. Their well-being is further enhanced by dance and swimming sessions. Healthy eating is extremely well promoted, nutritious snacks, meals and food tasting activities are enhanced by fruit being available in the reception area of the nursery. All children are involved in regular baking activities and there is a weekly cooking session by the nursery cook in which parents can become involved and take away the recipe. Strong relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities such as safely using the stairs and personal and road safety topics.

## 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	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

<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	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