

Treetops at Sunny Corner

146 Haunch Lane, Birmingham, West Midlands, B13 0PY

Inspection date	07/09/2012
Previous inspection date	11/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy, settled and eager to learn. They show good levels of independence, confidence and have positive relationships with both their peers and staff.
- Planning takes into account children's individual interests and ideas. Staff have a good knowledge of how young children learn and the characteristics of play. They use this information to plan an exciting and interesting range of activities in the prime and specific areas of learning.
- There is an excellent range of toys, resources and equipment which enables all children to successfully participate in play.
- There are good partnerships with parents who regularly contribute to their children's learning and also take part in regular workshops in the nursery.

It is not yet outstanding because

- Organisation in some rooms hinders children's play space and does not enable them to concentrate fully in some activities.
- Parents are not fully aware of the recent changes with regard to the revised Early Years Foundation Stage.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the three main play rooms, and in the garden.
- The inspector made joint observations with the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Kashma Patel

Full Report

Information about the setting

Treetops at Sunny Corner was registered in 1990 and is one of 31 nurseries owned by Treetops Nurseries Limited. It operates from eight rooms in a converted building in the Kings Heath area of Birmingham. Children have access to a fully enclosed outdoor play area.

The provision is registered on the Early Years Register. There are currently 146 children aged from three months to five years on roll. The setting supports children with English as

an additional language and receives funding for early education for three-and four-year-old children. Children attend for a variety of sessions. The nursery is open each weekday from 7.30am to 6.15pm for 50 weeks of the year, excluding bank holidays.

The nursery employs 15 members of staff. Of these, 10 hold appropriate early years qualifications at Level 3, two at Level 2 and two are working towards a qualification. A cook and a cleaner are also employed. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve the organisation of furniture and timing of activities to enable children to move around the playroom with ease and concentrate on activities.
- employ more varied strategies for keeping parents fully informed about changes in relation to the revised Early Years foundation Stage.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery provides a good range of activities and play opportunities which are based on children's individual interests and ideas. The educational programme covers the seven areas of learning and clearly identifies individual learning. Staff have good systems to collect information when children first start the setting and also when they transfer to other rooms. They use observation and assessment to plan an interesting and challenging range of activities for all the children.

Staff have a secure knowledge of the Early Years Foundation Stage and planning includes the characteristics of play. Staff are skilful in listening and questioning young children in order to improve their learning. They plan activities around children's interests. For example, staff facilitated a child's request to make a house for animals after a recent visit to a safari park. Children collect wooden blocks to make a house and place different animals in sections. Staff follow up this activity by asking children to bring in photographs of their trip. Although there is a good range of interesting activities available for children, the organisation and timings of some activities does not fully support children's learning. For example, a musical and a focus group activity together in the same room meant that some children were not able to concentrate and participate fully in the focus group due to sound levels from the instruments.

There are numerous opportunities for children to count, compare and solve problems, for example, they access a range of puzzles and use simple games on the computer to learn

about shape, colour and numbers. Children express their thoughts and feelings through messy play. They help to make play dough by mixing flour and water and decide to make sausages by rolling small pieces of play dough on the table. They develop their imagination through dressing up activities.

Good use is made of the outdoor play area to promote and extend children's learning. Children play in the water with bubbles and use the climbing frame to develop their physical skills. A covered area in the garden provides shade and a secure place for babies to explore toys and their surroundings. All children enjoy songs and rhymes which develops their early communication skills. There is a good range of books and resources which promotes children's understanding of the wider world. Bilingual staff talk and read to children in the community languages which promotes children's additional language.

Staff have good relationships with parents who are provided with daily verbal and written information. They are also able to access the nursery website and receive regular emails about the nursery provision. Staff have sent some information out to parents about the changes to the Early Years Foundation Stage, however this has not been effective for all parents. Staff work well with other schools to enable a smooth transition for children. They communicate with the schools and forward information on children's development.

The contribution of the early years provision to the well-being of children

A well-established key person system helps children form secure bonds with their main carer. Staff explain that each child is appointed a key worker when they start, however, this could change if the child bonds better with another member of staff. The effective deployment of staff ensures that all children form secure emotional attachments. This provides a very strong base for babies' developing independence and exploration and for all children developing skills for future learning. All children show a good sense of belonging within the nursery. They display high levels of confidence and work well with their peers by sharing and taking turns. Staff ensure children have opportunities to get involved by helping out with routine activities such as giving out plates and toast during snack time.

Children settle well, because staff have a good knowledge of children's routines, interests, and their preferences. They regularly seek parent's views to further improve and develop practice. Older children develop good self-care skills as they use the toilet independently. Freshly prepared meals promote healthy eating and take into consideration children's dietary and cultural requirements. Children's water bottles are easily identified by them because they are labelled with their photographs.

Children develop an understanding of being safe, as they take part in regular fire drills in the nursery. Effective procedures for outings ensure children are safe and their welfare promoted. For example, staff carry out a risk assessment before children are taken out and have appropriate documentation in place such as parental consent for trips in the community.

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

There are effective systems for monitoring the educational programme to ensure it meets the needs of the children. Staff carry out regular observations and evaluate activities on a daily basis in order to plan for the next day. In addition to this regular staff and room meetings are overseen by the management team to ensure all staff are aware of the requirements of the Early Years Foundation Stage. All staff have been on training and have successfully implemented the new changes to their planning. Staff also attend regular training which is organised both externally and by the company. The area manager visits the nursery on a regular basis to support the staff team. Staff seek both parent's and children's views to help make improvements. An action plan is in place which promotes continuous improvement and as a result helps to improve the quality of provision for the benefit of children. For example, work is in progress to further develop the garden area and allow a free-flow system for older children.

Effective systems are in place for performance management. Each member of staff has an induction booklet to help develop their professional development. Information about training, appraisals and supervision are recorded and updated regularly. This means that staff are continually developing their knowledge and skills. Partnerships with parents and other carers are good. Effective systems are in place to exchange information with the local schools and other professionals in order to support children's development.

Currently there are no children with special educational needs and/or disabilities, but appropriate procedures are in place. All staff are trained in safeguarding and have a secure knowledge and understanding about their roles and responsibilities to protect children. Clear policies and procedures are in place which are updated and understood by all staff. All staff have appropriate checks carried out which includes references, health declarations and Criminal Records Bureau checks. This protects children and promotes their welfare.

What inspection judgements mean

Registered early years provision

Grade Judgement Description

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in

	order to be good.
Grade 4 Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY268855
Local authority	Birmingham
Inspection number	882459
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	146
Name of provider	Treetops Nurseries Limited
Date of previous inspection	11/05/2011
Telephone number	0121 443 2600

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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