

# Treetops Nursery

Littlemoor House, Littlemoor Road, Pudsey, West Yorkshire, LS28 8AL

<b>Inspection date</b>	19/11/2012
Previous inspection date	12/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The nursery atmosphere is welcoming and children are busy and engaged in purposeful play. Children are confident to initiate play and are motivated to learn.
- Parents praise the nursery for the warm welcome they receive and the information that the nursery shares to help them to understand children's learning and developmental experiences.
- Children make good progress in their learning and development in relation to their starting points and this is very well supported by key staff's detailed knowledge of children and their next steps.
- There is a positive ongoing commitment to the professional development of staff and self-evaluation of the service provided to drive further improvement.

### It is not yet outstanding because

- Children have fewer opportunities to use a range of technology resources as a core part of their play and learning experiences.

## 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 all four rooms and in the outdoor learning environments, also observed lunch time hygiene procedures.
- The inspector completed a joint observation with the manager and held meetings with the manager and the area manager of the company.
- The inspector took into account the views of parents and carers spoken to on the day and also completed questionnaires.

## Inspector

Jane O'Callaghan

## Full Report

### Information about the setting

Treetops Nursery is one of 31 nurseries run by Treetops Nurseries Limited. It opened in 2002 and operates from a two storey detached property in Pudsey, a suburb of Leeds. There are three enclosed outdoor areas to accommodate children of different age groups. The nursery is open Monday to Friday from 7.30am until 6pm throughout the year, except for bank holidays.

The nursery provides care for children on the Early Years Register and there are currently 110 children on roll up to the age of five years. The setting receives funding for nursery education and supports a number of children who speak English as an additional

language. Children from the local and wider community attend for a variety of sessions.

There are 23 members of staff working with the children, most of whom hold appropriate early years qualifications. The nursery receives support from the local authority early years service.

### **What the setting needs to do to improve further**

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

- increase opportunities for children to use information and communication technology resources and programmable toys to explore why things happen and how things work.

### **Inspection judgements**

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

Children play, learn and develop in an environment that has a very good range of age appropriate toys and activities on offer to them. They have good opportunities to participate in individually planned activities, which staff in each room plan thoughtfully. All planning is based on the children's individual interests and abilities and provides them with a good amount of challenge to progress in their developmental bands. A detailed system of observation and assessment means that staff can plan specifically for the needs of each individual child. Staff assess children's base line starting points through information obtained from parents and through well-established settling in sessions. Profiles also include lots of photographic evidence, along with snap, focus and group observations. This ensures that all areas of learning for children are identified and recorded to make sure they develop positively and their next steps recorded. Parents are continually involved in their children's learning and development and are given lots of opportunities to contribute into their children's profile. This ensures continuity of children's progress and development.

The manager and staff demonstrate a good knowledge of the requirement for the two year old check. Information and resources are in place to ensure that these include all of the required information for parents and others. All of these elements enable staff to accurately assess two year old children's development and provide relevant information to aid their progress.

Children have many opportunities to develop their communication and language, and

literacy skills. For example, all children have ready access to a wide selection of good quality books. Some children explore books independently. Additionally, staff read books in an engaging manner to children. Staff challenge children's thinking as they use favourite stories to consolidate learning, for example, the story about how children celebrate the festival of Eid. Whilst reading this story children repeat the words being used by staff and point out these to them. For example, 'the bright decorations'. This helps to develop children's recognition of words and their listening skills. Younger children access the pencil crayons; they confidently draw with them telling the staff the colours they are using are pink and blue. This promotes their manipulative skills and recognition of colours. Older children enjoy taking part in a good variety of arts and craft activities. They independently put on their aprons before spreading the glue on the paper, then put different shapes and textures of paper on to their card and then get excited as they sprinkle the glitter over. They are reminded to share and take turns by staff. This ensures that children develop their expressive arts and design and social skills.

Many children demonstrate good levels of concentration as they persist at the activities that they select. However, children have fewer opportunities to use a range of technology as part of their core play and learning experiences. This reduces occasions for children to talk about such equipment and explore how things work, like computers and programmable toys for children of all ages.

Babies access a wide range of toys and develop their social and sensory skills as they sit in the flour and sand. They put their hands through it and give their friends sitting with them, different beakers they have found to play with. The babies enjoy listening to the music playing in the background and begin to dance and wave their hands. This helps to promote their physical development, as does the large play room where they crawl and push trucks around throughout the day.

The nursery has a good display of photographs of children involved in activities, along with informative posters of numbers and words in both English and other languages. These are displayed at children's level, making it a bright and colourful environment.

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

Staff support children's well-being effectively, the key person system works very well throughout the setting. Children are placed with the key person whom they respond to and they build strong relationships with each other, as well as with the children's parents. Every child and its family receive a warm welcome in the nursery. This helps children's separation from their parents, puts children at ease, builds attachments and promotes their self-esteem. The nursery promotes transition well as children progress to another room within the nursery. For example, children do settling in times in their new room and these vary according to how the child settles, ensuring they feel happy before making the full transition.

Children in the nursery behave well. Staff's gentle, yet firm approach with children, set them good examples on which to model their behaviour. Staff also make reward charts for children and share these with them and also encourage their parents to take them home.

Children are responsive to the staff and are learning right from wrong. For example, whilst outside playing 'What's the time Mr Wolf', children are encouraged to take turns being the wolf, and given clear explanations by staff why it is nice for everyone to have a turn.

Staff promote children's good health very well. They encourage lots of fresh air with access throughout the day to the well-resourced outdoor area. Younger children learn to balance on the scooters and crawl through the caterpillar tunnel. Whilst older children run around the garden pretending to be super heroes, balance on the wooden planks and chase each other up and down the slide. This ensures that children benefit from a good level of physical development.

Children learn about a healthy lifestyle, through being provided with a broad range of nutritious meals and snacks, all prepared on the premises. For example, snacks of fruit, rice cakes, raw vegetables and main meals of fish, meat, vegetables, salad and pasta. Drinks of water are available for all children throughout the day. Children of all ages have a good understanding of the importance of self-care, as they independently wash their hands before having meals and after going to the toilet. Child friendly posters of instructions of how to wash hands are clearly displayed throughout the setting; ensuring children learn about good hygiene procedures. Babies receive lots of cuddles and can rest and sleep in their own cots as and when they need, and effective nappy changing procedures are fully implemented.

Children's safety is promoted very well. For example, the nursery undertakes detailed written risk assessments, enabling children to take supervised risks in safe surroundings. The environment and resources are well laid out to aid children's independence and stored in units at children's level, which they safely access. The manager ensures that regular fire drills are practised to ensure that children are aware of evacuation procedures. Older children are taught about road safety, and when out in the community they wear high visibility jackets. Children are protected within the nursery through a security key entry, and staff insist on seeing all visitor's identification and also recording the visit. This promotes children's awareness of staying safe and also being cared for in a secure environment.

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

Staff fully understand their duty to protect children. There is a comprehensive safeguarding policy and procedure in place, which staff are aware of. Robust recruitment, vetting and induction procedures are also in place, ensuring adults working with the children are suitable to do so. This ensures that children are cared for by staff who show the required skills and commitment, enabling children to feel secure and safe. Staff have good opportunities for supervision and appraisals with the manager, along with regular staff meetings. At these, training needs are identified to ensure that all staff update their knowledge and professional status.

The manager and staff team demonstrate a good capacity to maintain continuous

improvement. They are currently completing an updated self-evaluation to ensure they are working in line with the new Statutory Framework for the Early Years Foundation Stage and also identifying their strengths and weaknesses. They take on board any comments from parents and also listen to children's thoughts and ideas to ensure continuity within the nursery. The staff team have a common sense of purpose and work very well together to continually improve opportunities for children to achieve and maximise their individual potential.

The nursery has very good links with parents and staff ensure that they are kept fully informed of their child's day and progress. For example, daily sheets for younger children, comment boxes throughout the rooms, verbal feedback and regular newsletters tell them of social events and also areas of planning being focused on. Parents are very keen to express how pleased they are with how the nursery is run and how settled and well their children develop.

The nursery has effective systems in place to develop communication links with others provisions. Children are fully supported in their transitions to primary schools, as they visit the local school and teachers attend the nursery to meet the children. This enables the key person to discuss children's individual learning and development and any special educational needs and/or disabilities, ensuring continuity of care and learning.

### 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

<b>Unique reference number</b>	EY223106
<b>Local authority</b>	Leeds
<b>Inspection number</b>	887386
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	92
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Treetops Nurseries Limited
<b>Date of previous inspection</b>	12/11/2008
<b>Telephone number</b>	0113 2362248

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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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Piccadilly Gate  
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