

Treetops Nurseries Limited (Ewell Road)

Ewell Road, Sutton, SM3 8QL

Inspection date	10/12/2012
Previous inspection date	14/05/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery has many enthusiastic staff who generally have good relationships with children and their parents, who all know their family's special 'key person'.
- Staff provide older children with a wide range of interesting activities, question them effectively and help them make good progress.
- All children, including those with additional needs, are happy in the setting and enjoy their time here, so are sufficiently confident and self-assured to learn through play.

It is not yet good because

- The leadership and management do not always monitor staff well to make sure they follow stipulated procedures effectively in regard to children's well-being.
- There is no system to provide consistent support to children when key staff are absent. This system is particularly important for the youngest children.
- Staff working with the youngest children do not always make the most of chances to extend their language acquisition.

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 children's play and staff interaction with them in each room and in the outdoor area.
- The inspector held discussions with the lead person for quality and development, the manager, deputy manager and other staff.
- The inspector talked with parents available on the day.
- The inspector reviewed a range of relevant documentation including sampling policies and children's records of progress.

Inspector

Vicky Wills

Full Report

Information about the setting

Treetops Nurseries Limited (Ewell Road) is one of the nurseries run by Treetops Nurseries Limited. It was re-registered in 2009. It operates from a purpose-built building in the grounds of Nonsuch High School in Cheam, Surrey. Children have access to an outdoor play area. The nursery's core hours are each weekday from 7am to 6.30pm all year round. The nursery is registered on the Early Years Register. The nursery provides funded early education for three- and four-year olds. There are currently 83 children on roll in the early years age range; some of whom attend on a part time basis. The nursery supports

children with special educational needs and/or disabilities and those who learn English as an additional language. The nursery employs 15 members of staff, of whom, 11 hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the programme for children's communication and language development, particularly for the youngest children, by encouraging staff to 1) support them well in exploring and imitating sounds, 2) talking often about the different sounds they hear, such as a tractor's 'chug chug' and 3) describing what the youngest children do as they play.
- improve monitoring procedures so that the stipulated daily safety and hygiene checks are carried out effectively in regard to: 1) the outdoor space: 2) the toilet areas and also by checking that all staff understand the procedures for giving medication.

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

- implement a system whereby the key person is paired with a 'buddy' who knows the baby and family well, and can step in when necessary if the key person is absent to undertake intimate care routines, in order to maintain the babies' feelings of security effectively.

Inspection judgements

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

Staff provide all children, including those with additional needs, with sufficient support and resources so that all gain suitable skills for the next stage in their education. This outcome is variable, however. Children are developing well in the older age groups and gaining useful skills for the eventual move to school. They are confident learners who happily talk to visitors and their friends about what they are doing. They know how they can solve their disputes, owing to guidance given by staff caring for them.

The nursery staff identify children with additional needs and encourage parents to be involved in their children's learning in the older age groups by asking what children's interests are and how they can use these in their planning for children's development. Teaching in the older rooms is good; the children are active and really enjoy their

learning. Children have an environment which encourages them to find equipment which they want to use or play with and staff use open-ended questions to prompt children to think.

Children in the younger age groups, particularly the babies, do not have such a supportive framework to encourage their development as effectively. Here, staff do not talk to babies as much as they could to help them learn to talk, so they move into the next room of the nursery with good language skills.

Children's starting points are recorded well in the older age groups particularly and here the older children benefit from strong key carer relationships. Children are known well to their carers, who have a good idea of what interests them and how to move them forward well in their development. The seven areas of learning are covered in all age groups. Children in the older ages have varied educational programmes, which promote free thinking, investigation skills and encourage their physical development successfully. The older children enjoy a range of activities which allows them to communicate with responsive adults. They suggest ideas, picking up well on spontaneous play opportunities, such as the leaves falling in the garden, so children try to find big and little ones which adults encourage. This supports older children's thinking and use of mathematical ideas. Younger children have opportunities to move, explore and be creative too but would benefit from adults making more playful use of sound and describing what babies do more frequently during their play in order to hasten language development.

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

Children are happy here. All enjoy being in an environment where there are suitable resources to use and other children to play with. Children enjoy being in the outdoor area and having fresh air. They play with the resources available to them confidently, including those for physical play. All children have the opportunity to practise their crawling, walking, running and some hopping skills according to their stages of development. One child uses the balancing crates and planks to balance along the planks and jump off the other end. The child notices that the plank has moved when he is walking along it and staff encourage his critical thinking and problem solving by asking him what has happened and what he can do about it.

Children have formed relationships with familiar adults; however, the system is not as effective as possible, particularly for the younger children as there is no 'buddy system' for when key carers are absent. Additionally, some staff working with the youngest ones are not always as responsive as possible, such as when changing babies' nappies, missing chances to chat to them and be playful. The youngest ones are in an environment which is well set out and has suitable, age-appropriate activities for them to play with. Children in the older age groups are very content in their environment, show a sense of belonging and are proud to show what they are doing, owing to gaining confidence well and being keen to learn. Key carers are in place to support all children in making relationships and developing the confidence to explore with support. The older children's behaviour is supported well by discussions with staff about not hurting their friends and listening to

how children can resolve their disputes. Children move between the rooms suitably, and staff in the older children's rooms talk about children that have progressed onto school and how they are achieving.

In the older children's rooms there is a lot of language use, use of good questioning techniques, positive facial expressions and conversations about things the children do. These rooms buzz with excitement. Children are encouraged to be active. Older ones have access to larger scale equipment to encourage development of physical skills. The children enjoy being around adults and have opportunities to take part in dancing and moving their bodies to the music played. In the toddlers' room the children enjoy a nursery rhyme where the actions are followed by the majority of the children.

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

The nursery's leadership and management team is aware of what actions they need to take in order to improve the provision. They receive support from the parent company's management system. There is an action plan based on accurate self-evaluation to address the development and knowledge of the staff team.

The leadership and management team has a firm understanding of what is expected of them in regards to meeting the welfare requirements, for example, adult to child ratios. There are some areas, however, where the manager does not check that staff carry out expected procedures efficiently and as expected, so practice slips but no child has been placed at risk of harm. The behaviour management policy is implemented suitably and all staff understand its use.

Supervision of staff gives staff opportunities to think about their own development and practice. Staff appraisals identify where staff can develop their individual skills and this supports the quality of care provided for the children. The leadership and management team is aware of the differing abilities in staff knowledge and training in relation to the Early Years Foundation Stage learning and development requirements and they are taking steps to ensure all staff have further training on child development knowledge. Children's development is promoted in the older children's rooms by experienced staff who discuss children's interests, needs and areas for development and use this information well to build on children's experiences.

Overall, staff have a satisfactory understanding of their roles and responsibilities when protecting children and are able to explain the procedure for what to do if they have concerns about a child's welfare. Recruitment and vetting procedures are clear, so staff that are suitable to work with children are appointed. A workable system is in place to make sure that no unchecked staff are left alone with children.

Partnerships with parents are generally well-established. All know the key person for their child and family. Parents are encouraged into the nursery and their views are asked for and listened to by the key carers. Staff support parents by having 'stay and play' sessions

which parents enjoy and that help children become more familiar with their new environment. The leadership and management team establish effective communications with outside professionals. Staff know how to seek further help for any children who may need it.

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	EY404033
Local authority	Surrey
Inspection number	889261
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	62
Number of children on roll	83
Name of provider	Treetops Nurseries Limited
Date of previous inspection	14/05/2010
Telephone number	02083938775

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Type of provision

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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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