

Treetops Nursery

Doyle Gardens, LONDON, NW10 3SQ

Inspection date

Previous inspection date

19/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 is effectively led and managed and the nursery manager and staff team share clear aims and objectives for the setting.
- There are effective monitoring systems in place, which staff use successfully in identifying and targeting clear improvements.
- Staff are dedicated, confident and secure in their roles, providing good levels of care for children and supporting their learning needs effectively.
- All children receive effective support in making good progress in their learning from their initial their starting points.
- Partnerships on all levels are effective in supporting children's all round care and development and there are effective systems in place to support children with additional needs.

It is not yet outstanding because

- staff do not always respond to children's interests and ideas and they do not always use open-ended questions to encourage children's critical thinking skills and extend their vocabulary
- staff do not always take advantage of opportunities to extend children's mathematical concepts through everyday activities and 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play rooms indoors and outside.
- The inspector spoke to parents and staff, taking account of their views.
- The inspector interacted with the children during the inspection.
- The inspector held discussions and carried out joint observations with the manager.
- The inspector looked at samples of various documents and records relating to children.

Inspector

Samantha Smith

Full Report

Information about the setting

Treetops Nursery registered in 2012. It is privately owned and operates from separate premises within Treetops Children's Centre in Willesden, in the London Borough of Brent. Children have access to a large playroom, a baby room and a large covered outside area. The nursery is open each weekday from 8am to 6pm, all year round, except for bank holidays and one week at Christmas.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 77 children on roll in the early years age range. The nursery currently employs 14 staff, who work with the children; of these, 12 hold appropriate childcare qualifications. The manager holds a qualification at level 5. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery offers support to children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- develop staff's skills in responding to children's interest and ideas and in using open-ended questions to encourage children's thinking skills and language development

- increase opportunities to develop children's mathematical and critical thinking skills, for example, by encouraging them to complete simple calculation and problem solving when helping to set the tables for lunch.

Inspection judgements

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

Children are making good progress in their learning and development. They are becoming capable and confident learners as they take charge and make choices about their play. Staff have a good knowledge and understanding of their roles in teaching and supporting children's learning, and overall they facilitate this very well. There are effective systems in place throughout the nursery to monitor children's progress through observation and assessments. This enables staff to identify and appropriately support children's next steps for learning.

The nursery is well organised and thought out, providing children with an interesting and stimulating learning environment with access to a broad range of resources and activities. These include a range of resources that support children's understanding of technology and how things work, such as magnets, magnifiers and torches. They also have access to a range of natural materials to support their understanding of the natural environment around them. The time they spend in the sensory room provides children with good opportunities to relax, listen to music and watch the soft and calming lights. This supports their emotional welfare and happiness.

There are a number of opportunities for children to develop mathematical concepts through activities like construction, weighing and measuring. However, staff sometimes miss opportunities to extend children's understanding of mathematics further through everyday routines and experiences. For example, while older children are encouraged to help set the tables for lunch, staff do not always encourage them to calculate the number of cups needed for each table. Additionally they do not invite children to match the coloured plates to the relevant colours on the placemats. There is a continuous flow of conversation as children engage in discussion with each other and staff while they play. However, staff do not always respond appropriately to children's ideas and they do not always use open-ended questions to extend children's critical thinking skills. This has an impact on their communication and language skills.

Children enjoy similar and purposeful activities both indoors and outside. They particularly enjoy playing in the mud kitchen, where they use real utensils and natural materials to aid their make-believe play. They have access to a wide range of books both inside and outdoors. They spend a lot of time sitting in the book areas, looking at books on their own, which supports their early literacy skills well.

There are excellent partnerships in place with parents, which contribute towards staff effectively meeting children's care and learning needs. From the beginning of their child's placement, parents are encouraged to share information with their child's key person. This provides the nursery with a clear baseline assessment of what children already know and can do. In turn, this helps staff to build on the children's learning and help them progress towards the early learning goals. Staff appropriately use assessments arrangements to highlight children's achievements and identify future targets. There are good arrangements in place for completing the progress check for children aged between two and three years. Staff are fully aware of their responsibility in meeting the requirement to carry out these checks to support young children's welfare and development.

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

Children are happy, content and very well cared for by a dedicated staff team who show a genuine interest in helping them achieve their full potential. The children benefit from, and enjoy, a rich and stimulating environment, where they are happy and feel safe. Babies receive good levels of care. Their emotional and individual needs are well understood and met by experienced, caring and devoted staff. Babies form secure attachments and trusting relationships with staff. Consequently, they separate well from their main carers

and settle quickly into the waiting hands of their key person. They demonstrate their secure attachments through positive interactions. They enjoy cuddles and close contact with staff who hold and cradle them, making them feel reassured. Babies enjoy exploring their environment, where there is an interesting range of toys and resources stored at their level, to promote independence. They show a keen interest and satisfy their natural curiosity, enjoying hunting through the storage containers and exploring the natural play resources. The younger children are beginning to make sense of their world as they use real life utensils in the home corner and sand play. They are developing their physical skills as they negotiate their way up and down the indoor climbing frame. Opportunities for older children are just as good and they are thriving in their stimulating and vibrant learning environment. They enjoy the free-flow of activities and move between the various workstations in the hall and activity rooms with ease.

Every effort is made to promote a fully inclusive environment. Staff take positive steps to make sure that all children are fully able to participate in nursery life. For example, staff find out key words in children's home languages and they use these to support effective communications to meet their needs. In addition, the effective liaison with other professionals demonstrates the nursery's dedication to helping children achieve to their full potential. Links with other schools are in place and the nursery works well to prepare and support children during their moves both within the nursery and into schools and other provisions.

The nursery meets children's health needs very well. The children enjoy nutritious and balanced meals that are freshly prepared by an experienced and qualified chef. Their individual dietary needs are well known and the nursery provides appropriate alternatives for individual diets to meet the specific needs of each child. Younger children have good opportunities to rest and sleep according to their need as staff adhere to their individual routines from home. This supports continuity of care for children, which helps them feel safe and secure. All children learn to develop good hygiene practices through the daily routines. They wash their hands at appropriate times throughout the day and older children are able to tend to their personal needs as they go to the bathroom independently. All children have very good opportunities to engage in outdoor activities and the outside environment is well set up to offer children good play opportunities.

Behaviour is good and children are consistently busy. They show excellent concentration and persistence as they engage in a broad range of activities that staff provide. They respond well to the clear and consistent boundaries in place that are sensitively reinforced by staff. This helps children stay safe, develop good social skills and learn about behaviour expectations.

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

The nursery is very well led and managed. The monitoring systems in place are effective in achieving quality and maintaining consistency among the staff team. There is a clear purpose and vision between the management and staff team to provide the best care and

learning experiences for all children. Consequently, all children are making good progress towards the early learning goals. Arrangements for safeguarding and child protection are firmly in place and understood by staff because this forms part of the induction process and ongoing training. Hence, staff are secure in their understanding of their role and the procedures to follow if they have a concern about a child in their care. There are rigorous recruitment and vetting procedures in place. This helps to ensure that staff complete the relevant suitability checks and are suitable for their roles working with the children.

Strong partnerships with parents contribute towards the overall care and learning of children. Parents express high levels of satisfaction with the care provided and the progress that their children are making. In addition, the nursery has established strong links with other professionals and early years providers involved with children. They attend meetings, regularly share information with them and contribute towards individual care plans. This has a very positive impact on the continuity of care and learning for all children, in particular, children who have additional needs.

There are thorough monitoring systems in place that provide the management team with a clear overview of the nursery's strengths and areas for them to improve. In addition, there are effective systems in place for performance management and professional development. This supports staff in gaining further skills and keeping up to date with childcare practices. Self-evaluation is robust and takes into account the views of parents, children, staff and other professionals who they work with. This demonstrates the nursery's strong capacity to maintain continuous improvement in the outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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	EY452032
Local authority	Brent
Inspection number	883429
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	77
Name of provider	SAI Children Centre Ltd
Date of previous inspection	not applicable
Telephone number	0208 9631259

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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, which are usually the childminder's 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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