

TreeTops Private Day Nursery

4 Marlborough Road, Colmworth Business Park,, Eaton Socon, ST. NEOTS, Cambridgeshire, PE19 8YP

Inspection date	07/03/2013
Previous inspection date	18/06/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Highly skilled and motivated practitioners successfully challenge children's thinking through exciting and innovative activities that take into account their individual interests and aptitudes. As a result, children are exceptionally confident, independent and eager to learn.
- The free flow play environment promotes older children's independence extremely well and encourages them to freely explore and investigate both indoors and out.
- Children's communication and language is given a high profile; there are many enjoyable opportunities for children of all ages to share books, listen to and make up their own stories, and understand writing for a purpose.
- Excellent partnerships with parents, other providers and agencies are very effective in ensuring all children's individual needs are successfully identified and met.
- Managers and staff are highly motivated and set high standards for themselves. They work exceptionally well together to create an inspirational learning environment for all children.

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.

Inspection activities

- The inspector held a meeting with the manager and the area manager to find out about staff recruitment and performance management.
- Documentation was looked at, including children's assessment records, planning, self-evaluation and information given to parents.
- The inspector spoke with a number of parents and carers to gain an understanding of their views about the nursery provision.
- The inspector observed children and staff and talked to them about the activities and routines and completed a joint observation with the manager.

Inspector

Veronica Sharpe

Full Report

Information about the setting

TreeTops Private Day Nursery opened in November 2005 and is registered on the Early Years Register. It is part of a national chain. The nursery is located in purpose-built premises in Eaton Socon, St. Neots, Cambridgeshire. There is an enclosed outdoor play area. There are currently 131 children in the early years age range on roll. The nursery accepts three- and four-year-olds eligible for early years funding. There are a small number of children who have special needs and/or disabilities.

The nursery opens from 7.30pm to 6pm, Monday to Friday all year round, with the exception of bank holidays. There are 21 staff who work directly with the children, including the manager. The manager holds an early years qualification at degree level and the deputy holds an early years foundation degree. One member of staff has a qualification at level 3 in management, 11 have early years qualifications at level 3 and two have qualifications at level 2. Two members of staff are improving their qualifications. A nursery cook and relief staff are also employed. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- enrich the excellent outdoor area further to enhance babies' opportunities to move, crawl and roll safely in a stimulating play space that is designed for their specific needs.

Inspection judgements

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

The organisation and presentation of toys and resources is excellent, enabling children to make independent choices and develop their own learning extremely well. Staff are highly skilled at supporting children as they play and learn, which means opportunities to enhance children's experiences are wholeheartedly embraced. Role play is used especially well to extend children's communication and language. For example, staff enthusiastically join in with children to create a pirate ship from tyres and wooden sleepers and pretend to sail the seas and look for pirate treasure. Throughout this spontaneous, extended activity, they expertly encourage the children to talk about what they see, and where they might go. As a result, children are highly confident talkers and show a real understanding of the world.

Throughout the nursery, staff offer children many opportunities to listen to stories. Adults instil a love of books and literature through their own clear enjoyment of reading rhymes and stories. Preparation for 'World Book' day was used creatively to encourage children to think about their favourite characters and explore other children's choices. Lively conversation on the day of the event led to many examples of spontaneous story times across all the age groups, both indoors and out. Younger children particularly enjoy songs and rhymes and show a happy familiarity with traditional nursery songs. Staff write accounts of the children's conversations to inform wall displays and home-made books, which gives them an excellent introduction to the practical uses of writing. Each area of the nursery is extremely well equipped with accessible pens, pencils, crayons and markers so children build good habits and become accustomed early on to making marks and attempting to write their names. A word rich environment further encourages children to make everyday use of letters and words, including those in other languages and scripts.

Access to a wealth of technological equipment stimulates children's interest in our modern world. Babies and younger children play with pop-up toys and quickly learn to have fun with keyboards or simple programmable toys. Older children have tremendous fun taking photographs with their own cameras. They understand torches have to be returned to their splash pad, so they are charged up for the next user. These resources effectively support children's understanding of the world and prepare them very well for their future learning experiences. Children explore water, sand and other media outdoors in all weathers. Staff offer children unusual materials to enhance their explorations, such as red jelly cubes, then enable children to be inventive with them. They add them to water, shake the container vigorously and exclaim in delight as the water turns pink. They excitedly turn to an adult and discuss with much interest why the jelly melts and why it makes the water pink. Adults use mathematical language to extend children's understanding of numbers, shapes and volumes. They talk about bigger and smaller containers, and ask children to think about how many different shapes pirate ships can be. Older children show an excellent understanding of number and size as they build towers from bricks and compare how many bricks are used and how tall the structure is.

In the baby and toddler rooms adults create a warm and stimulating environment, with well-chosen resources that attract their interest. Well-planned spaces allow babies ample room to move, crawl, roll and stretch in safety. They have lots of fun with physical activities including bouncing or splashing in paint and water. However, consideration could be given to providing more opportunities for them to do these exciting activities outdoors. Babies and toddlers engage with adults in playful interactions, such as playing peek-a-boo. Staff observe the children carefully so they can sensitively extend and support their learning experiences. Flexible routines mean younger children have uninterrupted time to play and explore. This enables them to explore their own interests and be very well prepared for their future learning experiences.

Rigorous observation and assessments ensure all children make exceptional progress. Each learning journey is constantly updated and reviewed to ensure no area is neglected, therefore, ensuring any gaps in learning are quickly identified. Room leaders and managers oversee the records to ensure a consistent learning experience for each child. Children with special educational needs and/or disabilities benefit from knowledgeable and skilled staff, who use specialist equipment with confidence and ensure all children are fully

included in nursery life. Staff involve parents exceptionally well in their children's progress and development. They share children's learning journeys frequently and talk to parents about events from home. Extremely good information is shared about planned activities within the nursery, so parents can support their children's experiences at home. Lively and informative wall displays help develop parent's knowledge of their children's activities and achievements, and offer suggestions for activities to do at home. Consequently, children's learning is supported well and they make excellent progress.

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

Children of all ages show high levels of confidence and clearly enjoy their time in the nursery. An exceptionally well managed key person system enables children to develop secure attachments to their special person. Babies and young children are cared for in a small unit, where they get to know each of the adults caring for them. This consistent relationship means they develop confidence and independence, which is an excellent basis for their future learning. Parents are encouraged to supply photographs and memories of home so children feel comfortable and safe. Home routines are followed meticulously by staff so babies and younger children are well rested and content. Adults show their affection for the children as they talk gently to them during their play, or cuddle them closely during bottle feeding. Consequently, they feel safe and secure. Transitions to other rooms are planned well in advance to ensure children have ample time to build links with their new key person and confidently prepare for their future learning. A plethora of activities help children prepare to move on into school, such as preparing for gym sessions, looking at their new school uniforms and meeting with their new teachers.

Staff support children well as they learn to manage their own behaviour and develop their own boundaries. Staff praise children readily, and remember to thank them when they offer their help spontaneously. This results in children being exceptionally kind and respectful to others. Older children are extremely cooperative. During large group activities they readily assign roles to each other and help each other build a pirate ship, or take turns filling up containers of water to melt the jelly cubes. Children show a very good understanding of personal safety because staff involve them in risk assessments. They walk round the garden to identify hazards, and visually check equipment to make sure it is safe. Staff skilfully extend children's ability to keep themselves safe by encouraging them to think about risks, such as how to lift and move large wooden beams safely. Children develop a thorough understanding of personal hygiene early on. As soon as babies are old enough, staff wash their hands, ensure food surfaces are clean and talk about the importance of cleanliness and good hygiene routines. This means all children are very well informed and adhere to high standards that promote their good health without reminders.

Meals are freshly cooked on site each day and take into account children's special dietary needs. Menus are carefully planned to ensure children enjoy a wide selection of nutritious and enjoyable foods, with plenty of fresh vegetables and fruit to promote their healthy lifestyles. Younger children have sociable, communal snacks and meals; they sit with staff and benefit from their support in cutting and serving. Older children eat meals and snacks on a free-flow basis. They are highly competent in serving themselves, and sit in small

groups to enjoy talking to their friends. Frequent cooking activities enable children to explore foods from other countries and cultures, and explore new tastes.

Older children truly relish their time outdoors; many spend most of their day playing in the fresh air. They have superb opportunities to extend their physical skills in the very well-resourced environment. Staff carefully supervise and observe the children as they build their own obstacle courses, make dens and navigate balance beams. They keep children safe, but stand back and let them take risks in their play, giving children much enjoyment and confidence. As a result, children have an excellent understanding of safety and are well prepared for their future challenges. As younger children are housed on the first floor they have fewer opportunities for free-flow play, but staff are very pro-active and ensure they still spend a great deal of time outdoors. They show an intense enjoyment being outdoors and are wholly engrossed in activities, such as rolling balls, or using small slides and sit-and-ride toys. They explore nature in the fairy garden and watch and listen to cars and aeroplanes to extend their understanding of the sounds around them.

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

Safeguarding is extremely robust because all staff understand the clear reporting procedures in the event of child protection concerns. Managers have a very secure understanding of their responsibilities and ensure individual staff's knowledge is consistently updated at team meetings. Excellent recruitment procedures protect children well because all staff are thoroughly vetted before they start work. Meticulous records on children's health and safety, such as risk assessments and accidents, help to ensure hazards to children are fully minimised. Senior staff work as mentors to new and trainee staff and carry out effective induction procedures, enabling all staff to feel thoroughly supported. Consequently, they work very effectively as a cohesive and enthusiastic team, offering all children a safe and nurturing environment. The management team offers regular supervision meetings and appraisals to ensure the staff's training needs are known and effectively supported. This leads to a highly competent team who help to ensure exceptional learning outcomes for all children.

The management team and staff show a significant capacity for self-evaluation and improvement and continually reflect on the areas for change and development. Innovative ideas are confidently trialled to analyse the impact on children's learning experiences. For example, after observing that older children sometimes had to wait for their lunch time meal to be served, staff introduced a staggered meal time, enabling them to serve themselves and eat their lunch at their preferred times. Children have adopted this with enthusiasm and their enjoyment is clear to see as they chatter together and decide what to eat, and where to sit. The educational programme is also monitored extremely well to ensure children make excellent progress in all areas of learning. Staff carry out their duties diligently and manage the supervision of children extremely well. High adult to child ratios ensure children are effectively supported and supervised throughout the nursery day. Adults are enthusiastic and dedicated and say they feel a valued part of the nursery team. This passionate attitude transmits to the children, who thrive in this high quality nursery

setting.

The nursery works closely with specialist professionals and other agencies to support individual learning plans. Consequently, children with additional needs make rapid progress, given their starting points. Few children attend other settings, but where this happens, the key person works with parents to ensure pertinent information is successfully shared, thereby ensuring children have consistent learning experiences.

Practitioners work closely with parents to ensure children's needs are known and effectively met. Prospective parents receive well written information about the nursery and access the website for clear and useful ongoing information. Parents speak highly of the nursery and the staff and say the nursery is very well organised. They say staff ask them about their children's experiences at home, and encourage them to contribute their ideas and opinions. Parents of younger children, in particular, say they are delighted with the homely routines and feel their children are extremely well cared for. Parents are positively encouraged to join in nursery activities, for example, those that can visit the children to talk about their jobs and lifestyles. Parent feedback is requested frequently so they can easily contribute their ideas and opinions and therefore help staff maintain the exceptional quality of the provision.

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	EY316231
Local authority	Cambridgeshire
Inspection number	907404
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	93
Number of children on roll	131
Name of provider	Treetops Nurseries Limited
Date of previous inspection	18/06/2009
Telephone number	01480 476817

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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, 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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