

Treetops Nursery

7 Manderston Close, Dudley, West Midlands, DY1 2TZ

Inspection date	25/03/2013
Previous inspection date	18/11/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- A highly effective key person system ensures that all children are happy and settled in a welcoming environment. In particular, staff are exceptional at providing an inclusive environment and acknowledging the needs of individual children.
- The rich, well-planned and stimulating environment, combined with high-quality resources, means children are provided with an exceptional educational programme which has depth and breadth across all areas of learning and as a result, all children are making rapid progress in their learning and development.
- The management and staff team are dedicated professionals who have high expectations for children's achievements over time. They are totally committed, enthusiastic and determined to provide children with the best learning and development opportunities possible.
- Robust and rigorous safeguarding procedures ensure that children are very safe and secure.

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 had a tour of the nursery setting with the deputy manager and was introduced to the staff team.
The inspector held discussions with members of the senior management, the staff team and a took account of the views of a selection of current parents spoken to on the day of the inspection.
- The inspector sampled a range of documents and records including children's observation, assessment and planning records, policies and procedures and other relevant information.

Inspector

Julie Preston

Full Report

Information about the setting

Treetops Nursery is one of a chain of nurseries, it was registered in 2002 on the Early Years Register. It is situated in a purpose built premises operating over two floors in the Milking Bank area of Dudley. The nursery is managed by a private company. The nursery is located within a residential area and serves the local area, being accessible to all children. There is a fully enclosed garden available for outdoor play. The nursery employs 25 members of child care staff. Of these, 19 hold appropriate early years qualifications at level 3 and four at level 2. There is also one trainee and one unqualified member of staff working within the nursery. The nursery operates Monday to Friday all year round with sessions available from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 164 children on roll attending in a variety of full and part-time places. The nursery provides funded early education for three- and four-year-old children. It also supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to develop and enhance learning journey records to capture the journey children make during their time at the setting.

Inspection judgements

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

Staff have an excellent understanding of the Statutory Framework for the Early Years Foundation Stage and how children learn, including the prime and specific areas of learning. The systems implemented for observation and assessment of children's progress across all seven areas of learning and development are very sharply focused. Staff use, 'Development Matters in the Early Years Foundation Stage' as an effective tool. They use this to monitor children's progress in all areas and identify areas where individual children may not be achieving as well as they should or where children, who excel in some aspects of their learning and development, require additional challenge. This close and systematic analysis results in very well-targeted planning and support so that all children make excellent progress and are fully equipped with a vast range of skills in readiness for school. Children of all ages are making rapid progress towards the early learning goals, in relation to their starting points, across all areas of learning. The exceptionally knowledgeable staff team spend time observing what the children can do and analyse this information to identify children's next steps. This information is the basis of the detailed planning implemented and ensures all activities are meaningful and interesting for the

children. Children's learning journey records provide a clear picture of how children's learning is improving and developing over time, including a range of observation, assessments and photographs. In addition, information from parents about children's achievements at home are included to share a growing picture of how children are learning and developing over time. However, there is scope to further develop and enhance these to fully encapsulate children's learning over their time within the setting.

Practitioners are extremely passionate and committed to supporting all children in fulfilling their potential, given their varying starting points and levels of ability. All staff and the senior management team have very high expectations of what and how children learn. Staff interaction with the children is inspirational and enables children to be well motivated and actively engaged. They support and challenge children effectively as children explore an excellent range of safe equipment to acquire new skills. For example, in one of the pre-school rooms children chose to involve a member of staff in the doctors surgery to act as their patient, they assessed her injury, bandaged her up and completed her patient information. Whilst children in the doctor's reception area actively engage in using the fax machine and phone to imitate and explore how technology works.

Children are well motivated and eager to access their appealing and well-resourced play areas with confidence. They enjoy a vibrant and stimulating play and learning environment both inside and outdoors, with low-level resources that are easy for them to reach. For example, babies enjoyed exploring treasure baskets through the use of their different senses. This increases and promotes their independence and decision-making skills from an early age. Children are animated and enthusiastic as they make choices about their activities, which are extremely well prepared and attractively set out. For example, within a number of the toddler rooms and the baby room, children enjoyed the experience of snow play, investigating how it felt, what happened to it when it was brought into a warm environment and the end result. Staff actively engaged and extended children's enjoyment of this experience and developed their understanding well to ensure they gain the most from the experience. They provide clear and precise instructions to help children extend their learning. Children are valued and adults help them to feel good about themselves by offering lots of positive support, praise and encouragement. They are well behaved and understand the boundaries in place within the nursery. The quality of teaching and learning is outstanding and is always interesting, challenging and most importantly, great fun for all.

Senior managers work exceptionally well with other professionals to support each child and their family, where necessary. For example, by implementing individual educational plans when required for individual children within the normal routine of the nursery to effectively address their needs and promote their learning and development. Parents are actively involved in their children's learning in numerous ways; they share information about what their children achieve at home, take creative boxes home to do activities with their child and attend regular workshops. Staff include information acquired from parents within children's developmental records, further emphasising the true partnership between the setting and the family, that benefits each child.

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

Children feel extremely secure as the staff ensure that strong, trusting relationships are formed through a highly effective key person system and 'treating children as though they are their own'. Staff are sensitive to children's needs and develop initial relationships within settling-in sessions so as to identify the staff member that the child bonds with most effectively in order to place them with the most suitable key person. All children show a strong sense of belonging in the setting as they move freely in the environment. As children engage in their play, staff are skilled in offering support and praise. For example, as children mould and shape the clay to form pots, staff praise them for their achievements and encourage them effectively. This enables children to feel valued and gives them a sense of pride in their own achievements. Children display high levels of confidence and self-esteem as they negotiate with others, for example, sharing, taking turns and initiating their own play and learning activities. They are confident to seek support from staff, who are extremely friendly and approachable. For example, at tidy up time, children readily go to staff and ask them to help take their apron off. Staff respond to children's needs appropriately and support children in doing this. This all ensures that children are prepared and ready for their next stages in learning.

Children are kept exceedingly safe within the setting as staff ensure that rigorous checks of the indoor and outside environments are conducted on a daily basis. Policies and procedures are exceptionally well written and staff are highly skilled in implementing these effectively to ensure that children are kept safe. Staff support children to develop their own awareness of safety by conducting regular fire drills, by inviting visitors in to talk about their roles and by talking to them about safety when out in the local community. For example, children recently had a visit from a police officer who shared information with them about his role in keeping people safe. Children have access to an extremely vibrant and relaxed environment in which they become independent learners. For example, children choose to relax on large cushions and look at books and have time to chill out when they feel like it or can access and participate in developing their own creative ideas and experiences to make a picture for their dad. They are highly stimulated through a wide range of text within the environment and have free access to high quality resources both indoors and outside to independently select and play with. There are a range of multicultural resources available to support children's awareness of the diverse needs and cultures of others. Children explore different festivals, such as Chinese New Year and Diwali and staff routinely share information on other countries. For example, finding out about the type of clothes people wear, the homes they live in, the type of foods they eat and the weather in their country to expand children understanding.

Children clearly know the boundaries of the setting and behave extremely well. For example, children tidy up promptly when requested to do so. Children follow their own routines and have their interests catered for as they plan their own day. This enables children to feel valued and respected and therefore, encourages them to display high levels of positive behaviour. Children's physical development is highly promoted through a range of well-planned activities, such as football coaching, physical education sessions and regular use of the outdoor areas. Healthy eating practices are consistently promoted as a range of fresh fruit is available for children to access for snack and lunches are balanced

and nutritious. Children have also planted and grown their own fruit and vegetables in their garden, which they picked and ate as part of their snack time. As a result, children fully adopt healthy lifestyles.

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

Staff are committed, enthusiastic and passionate about their work, being led by a dedicated and committed management team. The management take an active role within the setting by providing support, guidance, knowledge and training. Therefore, they along with the owners of the company play an active and very influential part in supporting each child and their family. The management's strong vision to provide an inclusive environment, promoting a hands-on approach to children's learning and enabling children to take some responsibility for their own learning, is highly successful. There is a strong commitment from the other staff members to allow children to develop at their own pace and this is achieved through the implementation of the comprehensive, accurate tracking of individual children's progress across all seven areas of learning.

Self-evaluation is rigorous and well documented, reflecting the strengths and weaknesses of the setting. This is undertaken as a whole nursery exercise involving parents, staff, children and management within the process in order to gain a wide range of opinions, ideas and suggestions for further development of the provision. Consequently, plans for improvement are meaningful and embrace the constant strive for high quality provision. The strong management team leads with a clear vision for improving practice, ensuring that all children reach their full potential and are able to engage in all activities provided. There are excellent links with external agencies and parents to ensure that necessary interventions are sought to meet children's needs and to continue to close the achievement gap for those children who may be below what is normally expected for their age and stage of development.

Staff are fully aware of and committed to the implementation of all safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Comprehensive performance management systems, such as detailed induction procedures, one-to-one meetings and annual appraisals, help to ensure all staff are monitored, in order to identify their strengths and any areas for professional development. Certain staff take additional responsibility for individual roles within the setting, such as health and safety, safeguarding, special needs and behaviour management. This is developing the staff team's motivation and self-confidence and they are all actively striving towards improving the setting for all the children who attend. This clearly demonstrates the provision's exceptional capacity to improve.

Partnerships with parents are exceptionally strong and the staff expertly involve them to ensure that a shared approach to children's learning is fully embedded. A wealth of information is available to parents on the website and within the nursery. The staff communicate extremely effectively with them on a daily basis to inform them of their children's day. Parents report that they 'love the nursery and its homely environment,

where children can play happily and are made to feel part of a larger family unit'. Partnerships with other agencies are well embedded and the staff effectively work with other professionals, in order to support children's learning. Strong links are formed with local schools as staff work together effectively, in order to support children in their seamless transitions. The setting works together with the local authority to keep abreast of new developments and seeks relevant training, in order to develop their already excellent skills.

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	EY221134
Local authority	Dudley
Inspection number	908814
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	75
Number of children on roll	164
Name of provider	Treetops Nurseries Limited
Date of previous inspection	18/11/2009
Telephone number	01384 237222

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

