

Treetops Nursery Gloucester

10 Denmark Road, Gloucester, GL1 3HW

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| Inspection date | 01/05/2013 |
| Previous inspection date | 17/09/2010 |

| 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 | | 2 |
| 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 | | 2 |

The quality and standards of the early years provision

This provision is good

- Children are safe and their well-being is promoted exceptionally well. They play a dynamic role in their learning and show high levels of confidence, self-esteem and a keenness to learn.
- The staff provide an extensive range of indoor and outdoor resources that inspire children and encourage them to initiate their own learning.
- Children benefit as staff are good at communicating with each other and take pride in their work and their rooms.
- The staff have very clear expectations of children's behaviour and adapt these appropriately and consistently to each child's age and ability.
- Children develop in-depth understanding of how to keep themselves healthy relative to their ages, owing to the guidance given by staff.

It is not yet outstanding because

- In the programme for literacy, staff do not make the most of all opportunities to extend children's conversation.

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 four main play rooms and the outside learning environment.
- The inspector had discussions with area managers, staff, children and parents.
- The inspector undertook a joint observation with the area manager in the room for children aged two years.

- The inspector sampled a range of documentation including self-evaluation forms and improvement plans, children's records, planning, safeguarding procedures and policies.

Inspector

Angela Cole

Full Report

Information about the setting

Treetops Nursery Gloucester is one of 31 nurseries run by Treetops Nurseries Limited. It registered in 2009 and operates from two floors of a converted house in a residential area of the city of Gloucester. There are four base rooms, a multi-purpose room and a creative room. All children share access to an enclosed, outdoor play area that includes all weather surfaces and nature areas; the youngest children also use a separate outdoor space. The nursery opens each weekday from 7am to 6pm all year round, except for bank holidays. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 99 children aged from three months to under five years on roll, including children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged three and four years; it has applied for funding for children aged two years. There are 16 members of staff, including 12 with appropriate early years qualifications. Of these, two are currently working towards a qualification. There are two staff members with Early Years Foundation Degrees and the acting manager holds a level 6 qualification in management.

What the setting needs to do to improve further

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

- maximise the support staff provide for children's social and conversation skills development, for example, at snack times, so they are as well prepared as possible for their eventual move to school.

Inspection judgements

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

Staff focus well on new children to find out their levels of learning and to encourage them to learn about the nursery's routines and opportunities for their own play. Throughout the nursery, staff have a consistently strong impact on children's learning and development. This means that children make good progress taking into account their starting points and capabilities. The educational programmes in each area of learning effectively help children to comfortably reach expected levels of development in the Early Years Foundation Stage. Children learning English as an additional language feel secure and make good progress in developing their communication skills. Key staff prepare tailored programmes of learning for the different age groups and for individual children. Through general play and dedicated times with their key person, children gain good confidence and work towards their expected levels of development. The key persons receive strong support from company procedures to set realistic learning targets to help children progress.

Staff are friendly and approachable. Key persons help parents to feel comfortable so that their children settle. They engage parents in their children's development, for example by encouraging families to borrow books or to complete notes about weekend activities. They regularly share information about children's care and 'special moments' in both conversation and handover sheets for younger children. Parents respond well to invitations to attend meetings that involve talking in depth about the children's learning journals and their progress.

Babies and children benefit from the dedicated staff team's good support so they acquire the skills and capacity to develop and learn effectively. They gain good self-esteem as they enjoy looking at attractive displays that include samples of their work. Interested staff calmly engage and motivate children so that from a young age they gain confidence and enquiring minds. Children under the age of three years have ample opportunities to explore through their senses to enhance their personal, social, emotional and physical development. Each day, they enjoy exploring a range of materials and media, including soil with cones, paint and foam, and are free to return to these as they wish. Staff are always attentive to extend their early communication and language skills. They effectively extend their understanding and use of words through songs, pictures, talking about the activity and in conversation, for example, about their families. Older children, too, are eager to learn and show good concentration and perseverance to initiate and complete tasks. For example, they ask to use 'magic paint' on the ground outdoors and watch as the water evaporates. They are keen to dig, and plant herbs and vegetables. They negotiate with their friends to race with large vehicles from the sand and building areas. They are secure in their language and mathematical skills to count and match similar symbols and shapes.

The planned routine includes extended, free choice times and a 'rolling caf'. These arrangements allow children to decide when and in what activity they will engage. Occasionally, however, staff do not continue their supportive conversations at snack times in order to make such times more social occasions and to further stretch children's vocabularies.. Children in the pre-school benefit from the secure foundations for learning developed in the younger children's rooms. Staff focus well on supporting children to be ready for the next stages in their learning at school.

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

All staff are highly skilled and sensitive in helping children form secure emotional attachments. They provide a strong base for children's developing independence and exploration. As a result, the support for children's well-being is excellent. Open days and visits result in sharing of information and close, early observation of children so staff get to know them and their backgrounds extremely well. Staff work extensively with parents to help children to settle. This means children feel safe at the nursery, including the babies in their small group. Older children receive emphatic praise as they help younger ones, for example, by giving them suitable toys.

There is a highly stimulating environment with child-accessible resources that promote learning and challenge to all babies and children both in and outdoors. The use of labelled equipment that is all stored at the children's level encourages them to make their own choices about play things. Staff provide exciting combinations of materials to continue to attract and challenge children. For example, the base rooms include a sensory area and each is highly developed to progressively extend children's experiences of learning through their senses.

Children increasingly show high levels of self-control during activities and confidence in social situations. They are highly supported to behave in ways that are safe for themselves and others. They receive consistent and clear guidance about these boundaries so they know precisely what staff expect of them. Staff are excellent role models and give clear, positive praise for desired behaviour, such as saying 'please' and 'thank you'. They are highly effective at planning activities to nurture children's cooperation. For example, the nursery staff focus on children of different ages, mixing them together at meal times and in the garden. Older children negotiate to successfully achieve their ideas as teams.

Staff very effectively support children's growing understanding of how to keep themselves safe and healthy. Children have excellent opportunities to manage risks and challenges relative to their ages. Outdoors, babies have their own special area, which enables them to feel safe while having access to the larger areas with supervision. Toddlers safely negotiate the stairs. Throughout the session, older children safely use a wide range of tools, including table knives at lunchtime, demonstrating the high expectations that staff for them. Children always make healthy choices about what they eat and drink, and discuss foods that are best for them. All children spend much time in the fresh air. Babies enjoy walks in their 'special bus' and mobile children freely choose to play either in or out of doors.

Staff provide a very strong base for children's developing independence and exploration. Children move freely around the play areas, revisiting activities as they wish and being fully motivated to use resources as they choose. Children have excellent opportunities to develop a sense of responsibility. They respond enthusiastically to expectations that they will do things for themselves, such as serving their meals. According to their abilities, children capably and competently manage their personal hygiene. They learn to calmly and efficiently dress in outdoor clothes. Staff take much thought and care over moves so that children make smooth transfers into the next stage of their learning with excellent support from all the relevant staff.

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

Those involved with the senior management team demonstrate a good understanding of their responsibility to meet the legal requirements of the Early Years Foundation Stage. The area manager, acting manager and staff have a secure awareness of safeguarding children procedures and work to effective detailed policies, including confidentiality in regard to the children, complaints and child protection. Through induction and training,

staff are familiar with possible signs of children at risk and with procedures to follow if they have concerns. The premises are secure and senior staff carry out daily safety checks. Appropriate ratios of staff mean they supervise children closely at all times, for example, to reduce the risk of accidents and make sure they remain on the premises. Older children effectively learn about possible hazards by helping to check the outdoor play areas. Risk assessment for outings is detailed and effective. As a result, staff thoroughly check the areas that children use and respond through maintenance work to keep the premises in good repair and to keep children safe at all times.

The senior managers monitor children's progress carefully using the four monthly summary checks that children's key persons consistently complete. They well understand the legal requirement to assess children's progress at the age of two years and parents are effectively involved in that process. As a result, staff are alert to respond if any gaps appear in children's learning. Staff demonstrate a good understanding of how to work in partnership with other providers. For children attending other early years settings, the nursery has systems so that key persons talk to each other and share learning records. To link with children's future schools, staff invite each teacher and help children to take photographs of their school to display at the nursery.

The nursery uses effective company systems for recruitment of staff. Currently, the nursery is run under a well-qualified and experienced acting manager while high calibre personal are being sought for the deputy' and manager's posts. As a result, there is a degree of uncertainty felt by some parents; however, staff say they are well supported by the current administration and children's care and learning continue at a good standard. The established systems for close staff supervision, ongoing professional development and qualification training remain well maintained. All of the staff assess their practice well; activities are thoughtfully evaluated for each child's response and staff reflect on their work to prepare development plans for their age group.

Committed staff have diligently worked to embed their understanding about the Early Years Foundation Stage to benefit children's learning. They have effectively implemented the action and recommendations from the previous inspection regarding children's health and independence, and partnership working. The management constantly reviews what is working well and identifies areas for additional improvements. The area manager is planning for staff to reflect on their teaching skills and to open up the nature area to use the space to its full potential.

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 |
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|---------|--------------|---|
| 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

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| Unique reference number | EY406047 |
| Local authority | Gloucestershire |
| Inspection number | 912815 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 68 |
| Number of children on roll | 99 |
| Name of provider | Treetops Limited |
| Date of previous inspection | 17/09/2010 |
| Telephone number | 01452 525 666 |

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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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