

Treetops Nursery

Celtic Point, Worksop, Nottingham, S81 7AZ

Inspection date	24/04/2013
Previous inspection date	15/02/2010

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		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

- Children's learning is effectively promoted as they engage in a wide range of experiences, which are planned around their interests and developmental needs. This enables children to make good progress in the seven areas of learning.
- The nursery has some highly effective strategies to engage parents in their children's learning. For example, Rory the lion goes on holiday with children and on their return the child recalls and shares information with their peers about the trip. This actively promotes children's language and communication skills.
- Children spend time with their key person, developing a close emotional bond. Each key person knows their key children exceptionally well, resulting in children's individual needs being respected and met. This means children feel settled and secure in their surroundings.

It is not yet outstanding because

- Staff do not always maximise opportunities to further develop children's growing independence. This is with regard to more actively encouraging babies to learn how to feed themselves and for children in the two to three year room to begin to learn how to pour their own drinks and serve their own meals and snacks.
- Opportunities for children to develop their spoken English skills are not always maximised for children who speak English as an additional language. This is because there is scope for staff to more effectively promote parents' knowledge of the benefits of providing key words in the child's home language.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and care practices in all rooms and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector spoke with children and staff from each room. She also held a meeting with the manager and an area manager of the nursery.
- The inspector looked at relevant documentation including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff and the nursery's self-evaluation.
- The inspector also took account of the views of parents and carers spoken to during the inspection.

Inspector

Melanie Arnold

Full Report

Information about the setting

Treetops Nursery was registered in 2006 and is on Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is in purpose-built premises in the Gateford area of Worksop, Nottinghamshire and is one of 35 nurseries operated by Treetops Nurseries Limited. Care of children is provided over two floors, with stairs and lift access to the first floor. Pre-school children are cared for in rooms on the ground floor and babies, toddlers and children aged two to three years, are cared for in different rooms on the first floor. All children have access to an enclosed area for outdoor play.

The nursery opens Monday to Friday all year round, with the exception of bank holidays. Sessions are from 8am until 6pm and there is also a pre-bookable early start available from 7.30am. Children attend for a variety of sessions. There are currently 143 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery employs 20 members of childcare staff. Of these, one member of staff holds a foundation degree in early years, 16 members of staff hold appropriate early years qualifications at level 3 and one holds a qualification at level 2.

What the setting needs to do to improve further

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

- support children's growing independence, specifically in the two to three year room, by allowing them to pour their own drinks and serve their own food and also more actively support babies in learning how to feed themselves
- help parents to fully understand the importance of providing key words in the child's home language to enable staff to show children in meaningful ways how to pronounce or use these words by responding and repeating them in English.

Inspection judgements

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

All children are supported and challenged to make good progress within the seven areas of learning, preparing them well for their eventual move to school. Staff gather clear

information from parents about their child when they first start at the setting. They use this information and their own observations to ascertain children's starting points on which they then continue to build. Observational assessments are in place and used well to monitor the progress children are making and to identify and plan for their next steps of learning. Future activities are also planned in line with children's interests. This creates purposeful, hands-on learning experiences enabling each child to learn through play. Staff act as positive role models, motivating children as they chat and ask questions as they actively engage in their play. For example, children aged two to three years have lots of fun using their imagination when playing with hoops outside. Their key person continually asks children how they could use the hoop and what it could be used for, extending children's critical thinking skills. Initially children decide it is a car steering wheel and then it becomes a space rocket. They actively join in as they follow the member of staff around the outside area pretending to drive their car and then the space rocket.

The setting has some highly effective systems to engage parents in their children's learning. The consistent exchange of information between parents and the setting, promotes continuity of care and learning for most children. Parents are actively encouraged to contribute to their children's ongoing learning and development by sharing information on their child's interests and achievements from home. This enables staff to build on what children know and can already do. The setting effectively use 'Rory the Lion' to promote children's social and communication skills, as well as their awareness of the wider world. For example, 'Rory the Lion' travels with children when they go on their holiday and when the child returns to the nursery they develop their confidence as they discuss and recall their experiences in a group situation. Children also look at a map of the world to identify where they have been. Toys and story sacks are accessible for parents to take home and share with their children. This enables them to continue to promote children's skills at home. Children learn about the importance of recycling as this is effectively promoted at the setting. The activity is extended for older children as they visit a recycling centre, further developing their knowledge in this area.

Babies engage in lots of hands-on learning experiences, where they investigate and explore using their senses. A range of resources like shredded paper and cornflakes are always freely accessible within the baby room, enabling them to touch and feel different textures. When playing in the sand tray, which is positioned on the floor, staff take babies' socks and shoes off as this enables them to feel the sand on their hands and feet. Toddlers have fun using pencils and crayons to draw and colour their own pictures. They also develop their physical skills as they climb on the activity centre inside. Pre-school children are supported to write their own name during planned activities. They then take part in a colour mixing activity, learning how to make new colours when mixing different coloured paints together. Children also benefit from good first-hand experiences, which promote their natural curiosity as learners, for example, pre-school children observe real tadpoles as they learn about the lifecycle of frogs.

All staff engage in children's play, reinforcing words, chatting and asking questions, which helps to develop the children's language, communication and critical thinking skills. Children with English as an additional language are integrated into the setting. However, there is room for staff to explain to parents the benefits of providing key words in their child's home language, to enable them to repeat and reinforce the same words in English

to fully support and extend children's spoken English skills in meaningful ways. Children develop their physical skills through a good range of inside and outside play experiences. While children are encouraged to develop their personal independence in some areas, like toileting, dressing and hand washing, their growing independence is not always maximised in other areas. For example, opportunities for children to begin to pour their own drinks and to serve their own meals, are not consistently provided in the two to three year room and babies are not always actively encouraged to learn how to feed themselves.

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

Children's individual needs are fully respected and met by the kind, caring staff team. Each child is assigned a key person who works closely with the child and their family. This enables staff to get to know each child exceptionally well, resulting in children forming close emotional attachments as they feel settled and secure in their surroundings. Children relate well to their key person and the wider staff team, developing into confident, well-behaved individuals. Children's self-esteem is promoted through staff offering regular praise and encouragement. They learn to socialise well with their peers as they grow and develop.

Children's awareness of health and safety is actively promoted through the daily routine, activities and planned events. For example, children learn that they must hold onto the hand rail when they walk up and down the stairs. Regular fire evacuation practises, which have recently been increased, help children to develop confidence as they learn how to evacuate the premises quickly and safely. Children adopt good health and hygiene practices as these are positively reinforced during the daily routine. They benefit from eating nutritious meals and snacks, which are freshly prepared each day in line with children's dietary requirements. Children's awareness of healthy eating is actively promoted as they plant and grow their own vegetables. Regular indoor and outdoor play opportunities help children to develop their physical skills, with staff helping them to learn why it is important for them to be active.

When children move to a new setting or school, or when care is shared between the setting and other providers, key information regarding their interests and development is passed to the new provision. This enables children's learning to be continually promoted as the other setting are aware of children's starting points. It also creates a seamless transition, which helps children to develop confidence in their new setting.

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

The setting is operated by a chain of nurseries and as such they have a very clear management structure, which supports the effective delivery of the Early Years Foundation Stage. Children are cared for by a qualified staff team whose suitability has been assessed through the setting's robust recruitment, vetting and induction procedures. Staffs' ongoing suitability is promoted through the nursery's clear performance management systems, which include regular supervision meetings and staff appraisals. This results in children benefitting from good standards of care and learning as staff keep

up-to-date with current practice through regular training. The manager also conducts a daily tour of the setting where she chats to each member of staff to ascertain the activities they are planning to undertake with their key children. This information is then transferred to a white board in the entrance to enable parents to learn about what their children do each day. This is one part of an overall effective system which monitors the educational programmes to ensure every child achieves to their full potential. Improvements made since the last inspection have enhanced children's care and learning. The setting continually evaluates the service they provide through effective self-evaluation, which includes the views of all users. A child-friendly, pictorial questionnaire actively seeks the views of children within the setting. This enables the management team to develop a good overview of their whole provision, leading to continuous improvements being made.

Staff implement the nursery's clear policies and procedures to ensure the safety and welfare of children is maintained. For example, supervision of children is good and staff continually risk assess all areas to ensure they are suitable and safe for use. Effective outings procedures are implemented to ensure children remain safe when they are away from the nursery. The nursery has a clear child protection policy, which includes the procedure to follow if allegations are made against a member of staff. The manager and her staff team have a good awareness of these procedures to ensure children are safeguarded at all times. The setting is well organised with staff working closely with parents, carers and other professionals to promote continuity of care and learning for each child. Overall, this promotes the inclusion of all children. Information is continually shared and exchanged between the staff and parents, resulting in them being kept well informed about their children's care, learning and development. Parents and carers comment positively about the setting, confirming their children are well cared for in a safe setting.

The Childcare Register

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

The requirements for the voluntary 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	EY341714
Local authority	Nottinghamshire
Inspection number	909515
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	143
Name of provider	Treetops Nurseries (London) Limited
Date of previous inspection	15/02/2010
Telephone number	01909 479342

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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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