

Treetops Day Nursery

382 Bishops Drive, Oakwood, DERBY, Derbyshire, DE21 2DF

Inspection date	25/04/2013
Previous inspection date	17/11/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Staff are very knowledgeable about the children, and give good support both to assist in their settling-in and their transitions through the nursery.
- Activities are frequently planned around children's interests. Staff engage children in their learning with their positivity and enthusiasm.
- The well-resourced and attractive environment, both indoors and outdoors, ensures that children make good progress in their learning and are happy in the setting.
- Children's development is well-monitored and the information is used effectively to provide appropriate challenge for children's next steps.
- Strong partnerships with parents and carers promote a consistent approach to meeting children's needs and supporting their learning. Targeted support is effectively identified.
- Sound implementation of the policies and procedures, including safeguarding, recruitment and ongoing performance of staff means that children's welfare is effectively supported.

It is not yet outstanding because

- Occasionally, staff do not give children sufficient time to think and respond to questions to develop their critical thinking.
- The deployment of staff for older children at lunchtimes, means that not all children are fully supported to develop their health and self-care skills.

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 in the nursery and completed a joint observation with the manager.
- The inspector spoke with the staff about the daily routines, children's individual learning.
- The inspector looked at a selection of records which included complaints, children's learning records and planning.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Justine Ellaway

Full Report

Information about the setting

Treetops Day Nursery was registered in 1991 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in the Oakwood area of Derby, and is managed by Treetops Nurseries Limited. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 20 members of child care staff. Of these, 11 hold appropriate early years qualifications at level III, one at level IV and one of whom has a degree in early years. It opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 128 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and 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:

- use questions more effectively to provide children with enough time to think and respond to develop their critical thinking

- review the deployment of staff at lunchtimes for older children, to consistently support them in developing health and self-care skills.

Inspection judgements

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

The quality of teaching and learning is good. Staff are knowledgeable about the learning and development requirements of the Early Years Foundation Stage (EYFS). They plan a broad curriculum that covers the seven areas of learning. A strength of the setting is the frequent use of children's interests to plan activities or resources to support their learning and development. This promotes children's interest and engagement. Observations and assessments, are clear, regularly undertaken and reflect each child's stage of development. They are effectively used to provide support for children's next stage of learning. All staff can explain which particular aspects of learning they are focusing on for each child. This ensures that children are supported where it is most needed.

Children are confident, independent and well-settled within the nursery. Staff are positive

and enthusiastic in their interaction with children which ensures that they are comfortable and keen to join in. In the majority of cases, staff interaction is effective in supporting children's learning and development. For example, staff use open-ended questions, discussions, explanations and show children how to do something. They also build on what children know to provide appropriate challenge. They give children plenty of time to explore and investigate the environment. However, occasionally staff do not give children opportunities to think about and respond to questions. This therefore does not fully support their critical thinking.

Daily opportunities are provided for children to be active. Older children participate in fortnightly PE lessons. They thoroughly enjoy opportunities to play outdoors and do this frequently throughout the day. The well-resourced outdoor area is at times buzzing with activity. Children play with their friends at different activities, such as small world or role-play. This develops their imagination as well as their independence and relationships with others. The provision of toys, such as a slide, wheeled toys, balls and hoops promotes children's physical skills. Indoors, the effective and safe organisation of the baby room gives children plenty of space to move around and promotes their physical development. They lie on the floor or on cushions and develop their strength as they roll over or attempt to crawl. They pull themselves up on the furniture as they learn to walk. Children in the toddler room thoroughly enjoy a baking activity. They develop their physical skills as they use a spoon for mixing and steering and then make good attempts to put the mixture into cake cases.

Children's communication and language is effectively supported throughout the nursery. Younger children are given clear and simple explanations to support their understanding. Older children chat to each other during play and ably converse about past events or things they enjoy. Children enjoy activities looking at aspects of the world, for example the life-cycle of insects. They talk enthusiastically about the caterpillars that were brought into the nursery. Younger children water the flowers and look at how they are growing. Activities are planned on a regular basis to support children's understanding of people and communities. For example, at Chinese New Year a parent was invited into the nursery to give the children the experience of tasting food related to this event. Children's problem-solving and maths is well-supported through varying activities. For example, children in the baby room look for a toy that a member of staff has hidden, knowing that it is in the vicinity. Older children learn to count by rote, as well as numbers of objects. More able children recognise numbers up to ten.

Strong partnerships with parents and carers result in very useful information being shared about children's care and learning. Parents comment how effective this is within the nursery. Information about children starting point is gathered their time as placement. There are regular parents meetings, daily opportunities to discuss progress and feedback given when children are collected. Information is usefully displayed around the nursery for parents and carers to view. This ensures that children's needs are consistently and continually met. The setting has some interesting ways of engaging with parents and carers to provide information about children's learning and development, for example, a 'learning at home' sheet. This captures a child's interest and provides information on activities to extend this at home. The setting displays information about how children

learn. It also provides workshops on particular aspects such as, dads reading with their children. This promotes consistency of care for children's learning and development.

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

Children form secure attachments with their key person and other staff. Children are given good support to settle. Staff demonstrate a sound understanding of the children they work with, for example, what their care needs and interests are. As a result, children are confident, comfortable, well-settled, and have good relationships with each other and with staff. They are happy and enjoy their time at the setting. For example, a young child in the baby room happily lies and rolls on the floor, playing with a toy, while staff are in the room but not always in immediate sight.

For the majority of the time, staff are well-deployed to meet children's needs. They ensure that children are effectively supervised through effective communication, and spend time interacting with them during play. They organise themselves effectively so that it is clear who is leading on adult planned activities. However, the organisation of the lunchtime for older children is not always fully effective in promoting their health and self-care skills. Occasionally, some children are not supported to ensure they have the correct crockery, or guided in portion sizes and variety of food.

Children's behaviour is very effectively managed. Staff are very good role models, who use clear and simple explanations of an appropriate length. They get down to children's level and are calm, friendly and consistent. As a result all children play very well together, and any minor disagreements are quickly resolved. Children share and take turns, they do not interrupt others. Older children attempt to resolve any disputes by discussing, and seek support from staff. Children clearly knew the rules and routines and demonstrate this by reminding others. Positive behaviour is encouraged through rewarding 'star of the day' and 'star of the week' certificates.

The learning environment effectively supports children's progress. Appropriate consideration is given to the range of resources, both indoors and outdoors. Children are well-supported to develop an understanding of their own safety. A 'risky play area' gives children opportunities to use tools, such as hammers safely and therefore develop their understanding of managed risks. A health and safety committee of older children, are involved in checking certain safety aspects within the setting. They complete a checklist and also discuss this with the manager. Children regularly practise the fire evacuation and are asked to explain this. These activities all help in supporting children to have a broad understanding of how to stay safe. Children's good health and well-being is effectively supported. A nutritious menu has been prepared in consultation with professionals. Recipes along with the menu are displayed for parents to use at home if they wish. Children engage in appropriate activities around healthy eating, such as purchasing and tasting different foods.

Children are well-prepared for their transition around the nursery and to other settings. Useful transition information is completed and shared with the new key person. The length and number of transition visits and the age the child moves to the next room, is according

to their needs and parenting carer agreement. Useful information is shared with other settings about children's learning and development to promote consistency of care. Staff talk positively to children to reduce any anxieties about going to school. Careful consideration is given to each child's transition to school to prepare them according to their needs.

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

The committed management team effectively implement the requirements of the EYFS. This ensures that children are safeguarded and their welfare effectively promoted. There are clear procedures in place for dealing with any concerns about children who attend the setting. Staff are consistent in their knowledge to ensure that appropriate action is taken. Robust recruitment, induction and ongoing performance management of staff ensures that adults are suitable to work with children. A clear plan of ongoing training ensures that staff have an appropriate level of knowledge and skills. The safety of the setting is assured through risk assessments. Monitoring systems are well-developed and varied and ensure that there is a broad curriculum to support children's learning. Any gaps in children's learning are quickly identified and as a result, children progress well towards the early learning goals.

Strong partnerships are formed with parents and carers. They are complimentary about the setting and happy with all aspects of the quality of care and learning. They are kept well-informed through various displays around the setting. Staff supporting children with additional needs demonstrate a very good understanding of how to do this. There are clear support plans developed in partnership with parents and carers and appropriate agencies. Similarly, effective support is available for children for whom English is an additional language. This includes dual-language signs and books, as well as familiar words to support children's inclusion. Partnerships with other settings are well-developed. Useful information is shared about children's learning and development on a regular basis.

Self-evaluation is effective in reflecting on practice and identifying areas for improvement and includes the setting being involved in head office audits. The contribution of staff and users of the service are regularly gathered. Useful evaluation of training ensures that this is embedded, for example, following recent equality and diversity training staff are asked to reflect on their practice. Changes made have had a positive impact on the setting, including changes to communication with parents and carers which means that they now have every opportunity to gather information about their child's learning and development. Future plans for improvement will improve the already good practice.

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	258424
Local authority	Derby, City of
Inspection number	910850
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	65
Number of children on roll	128
Name of provider	Treetops Nurseries Limited
Date of previous inspection	17/11/2011
Telephone number	01332 281978

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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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