

# Treetops at Hopscotch Private Day Nursery

Parkgate Road, Chester, Cheshire, CH1 4BE

<b>Inspection date</b>	30/05/2013
Previous inspection date	18/01/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	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

- Robust systems for observation, planning and assessment are in place. This ensures that the exemplary practice provides a range of challenging age and stage appropriate activities to capture children's interest.
- A highly skilled and well motivated team are led by inspirational managers to ensure all children are offered excellent quality and opportunities for learning. The management team effectively monitor the provision and support practitioners, to ensure the very best outcomes for children's learning, leading to exceptional practice.
- Children have access to an extensive range of materials, with an emphasis on natural resources. Both inside and outdoor areas are highly stimulating with excellent use of equipment, giving children opportunities to experience and explore a wide variety of play situations, including a sensory room to extend their learning.
- Practitioners provide consistently high standards of teaching and learning that is inspirational because they have a clear and well-informed understanding of the areas of learning. Consequently, they have high expectations of themselves and the children. This results in all children making very good ongoing progress in their learning and development.
- The excellent partnerships formed between the parents and practitioners provide a positive two-way flow of information that is highly valued. This enables them to fully contribute and be actively engaged in their children's learning and progress.

## 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 all rooms and the outdoor learning environment.
- The inspector spoke to the management team, practitioners and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of suitability of practitioners working in the provision, and a range of other documentation.

## Inspector

Ron Goldsmith

## Full Report

### Information about the setting

Treetops at Hopscotch Private Day Nursery were registered in 2007 on the Early Years Register and both parts of the Childcare Register. Treetops currently have 34 registered day care facilities throughout the country and are privately owned. The nursery serves the local and further communities and operates from a large converted detached property based on the outskirts of the City of Chester. All children share access to the large outdoor play areas.

The nursery employ 21 childcare practitioners, of these, 13 hold appropriate early years qualifications at level 3, including one with Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 102 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### Inspection judgements

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

Children's needs, routines and interests are actively sought through the key person to identify what children are like and what they can do. This provides a highly detailed and thoroughly informed picture of each child and their starting points. Practitioners effectively plan for children's learning through an excellent range of adult-led and child-initiated learning experiences. Rigorous and frequent assessments enable practitioners to ensure that children maximise their learning experiences. Children's individual learning journey files provide a wealth of high quality information about what each child enjoys and can do. Practitioners are very secure in their knowledge about how children learn and progress and this is reflected in the consistently high standards of the teaching and learning taking place. The planning follows children's interests and clearly records their next steps, which they confidently monitor. Parents fully participate in their children's learning through regular updates of what their children enjoy and do at home. They frequently access their children's learning files and these are well received and valued by them. This is managed very effectively to provide the practitioners with a clear, precise and focused approach to how they plan for each child.

Children are exceptionally curious and active learners, showing a high degree of confidence and enthusiasm. This is because practitioners make the nursery environment a fun place to be, where children are active participants in the learning process. The excellent use of both inside and outdoor areas enables the children to continually make choices in what they do. The exceedingly rich learning environment provides lots of experiences, which the children readily take part in. They become engrossed in projects, which support their communication and language, for example as they write letters in the

flour and say the sounds that they represent. This type of activity results in children beginning to distinguish from the different marks that they make and provides a fun way of practitioners achieving their aim of encouraging children's early literacy. Babies show contentment because the practitioners give high levels of attention to their personal care routines and their need to explore. For example, the very youngest babies are taken outside to see the effect of wind on streamers and bubbles. The well-resourced sensory areas and treasure baskets fully enhance their experiences and desire to explore and investigate the world around them. Displays of family photographs in all areas of the nursery provide a positive link with home for all the children. In addition, photographs of children planting help them to recall a past occasion and talk about what they did. This promotes their growing self-assurance.

Children eagerly put on outdoor clothes to go into the garden and they are highly motivated by the first class opportunities it presents. In the home corner, they use the wide range of kitchen tools and utensils to decide what to make, excitedly exclaiming to each other, 'today we make cakes'. Children see print and numbers all around them. There are lots of games and activities to expertly promote problem solving. This fully extends children's growing understanding of mathematics through their daily play. Older children confidently write their names. The superior selection of books, story sacks and various props, fully capture children's interest in storytelling.

Group time is managed skilfully by practitioners, as the children eagerly share their news and toys. They are fascinated by 'Norman' the puppet, who engages with them during story time and helps them to concentrate for longer periods on the story. Children continually extend their language and communication skills. For example, in water play they splash and rapidly accumulate vocabulary or as they explore the texture of a block of frozen flowers they study the effect of the ice, describing what they see and feel. The plentiful supply of different textural resources fully enhances children's experiences of different mediums and materials. The excellent quality of the support and learning experiences provided for all the children, ensures that they are exceptionally well prepared for the next steps in their learning.

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

Practitioners provide an extremely warm and welcoming environment, in which children are very happy and settled. They demonstrate an exceptionally strong sense of security and belonging within the setting. Practitioners have an excellent understanding of their roles and responsibilities to meet the needs of the children in their key group. The key person system is very well established, as a result, children form strong attachments, and have a demonstrable and clear sense of security and belonging. Practitioners' support of transitions to school or through the nursery to their new rooms is extensive. For example, their key person visits with them and they are sensitively encouraged to begin new relationships with new practitioners and a new group of children. Consequently, children in this nursery are exceptionally happy and settled. Parents are consulted about the best approaches to settling children and making sure their home routines are respected within the nursery. Therefore, children feel confident as they change rooms and this helps them

to build very close relationships.

Practitioners are very accomplished in recognising the uniqueness of each child and providing for their individual needs and interests. Babies are confident to explore their surroundings, safe in the knowledge they have the support of nurturing practitioners and feel secure. They form close attachments to them and enjoy cuddles, as they listen to music or explore the texture of natural objects in treasure baskets, picking up real carrots, potatoes or limes to explore them with their mouths. A child biting into a lemon clearly shows his reaction to the unexpectedness of his exploration. Children enjoy healthy snacks of fresh fruit and eat well-balanced and nutritious meals. For example, lunch is home-made three bean enchiladas with coleslaw. Food is freshly prepared everyday on the premises and this helps children to establish healthy eating habits. They happily sit in small key person groups at meal times and they chat happily with their friends and practitioners, which successfully promotes the development of their conversational skills.

Practitioners respect children's individual care needs and routines very well, allowing children to access the bathroom and wash their hands independently before meals and after messy play activities. There are exceptional opportunities for children to benefit from fresh air daily, as they have an abundance of opportunities to enjoy the outdoor environment in all weathers. They thrive on accessing natural materials in the outdoors, such as the muddy area or when planting vegetables or digging. They are able to make choices about being outdoors completely independently. It also means children have excellent opportunities to explore and practice their physical skills in an exciting and stimulating environment. Practitioners are fully aware of their responsibilities in keeping children safe and are vigilant, whilst allowing them to have sufficient risk in their play to promote challenge.

Children are developing high levels of self-esteem because practitioners are attentive and value their contributions. Practitioners act as good role models so that children learn about sharing and turn-taking and they skilfully help them share popular resources. A wide-ranging assortment of toys, resources and books that reflect positive images of the diverse society are in place to support children's learning of the wider world.

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

Expectations for the quality of care that is offered to children and families is set very high by leaders and managers, who consistently look for ways of improving practice even further. Robust attention to reviewing and updating all documentation and procedures ensure that all of the requirements of the Early Years Foundation Stage are extraordinarily well met. Exceptionally thorough reflection on practice takes into account the views from all members of the management team, all practitioners, parents and carers and children. This information is used to contribute to precisely-targeted improvement plans for the setting.

Extensive supervision programmes inform the annual appraisals, support practitioners and

inform them of training programmes. As a result, training is effectively linked to improving the quality of service to children and their families even further. Monitoring of the practice throughout the provision is exemplary. Managers are able to ensure consistently high standards are provided and the practice remains outstanding. Consequently, practitioners ensure they make high quality observations. Peer assessment means they can evaluate their practice frequently to make sure children receive high quality learning experiences. This excellent self-reflection on practice improves all aspects of the provision and demonstrates a strong drive to maintain the highest levels of achievement.

Safeguarding arrangements for children within the provision are extremely rigorous. There are effective arrangements in place to recruit skilled and knowledgeable practitioners, who are suitably vetted before they are allowed to work with children. All practitioners, including students, receive frequent training to ensure that they fully understand and follow the detailed procedures set out by the company head office. This is robustly monitored by management to make sure they are fully implemented. Practitioners create an active and energetic learning environment, which is rich in dynamic learning. They ensure it is welcoming, safe and stimulating and that children are engaged in their learning. Comprehensive risk assessments are completed and practitioners are vigilant in monitoring the premises and any visitors. Children have fun in their play and learning and are well supported by caring practitioners, who have excellent knowledge of how best children learn. Consequently, children are becoming independent and self-assured. Practitioners act as excellent role models and respond to children in a calm and polite manner, which encourages children when they speak to each other and the practitioners. As a result, children are learning to treat others with respect and their behaviour, manners and social skills are exemplary. Children moving on to their next stage of learning have high self-esteem and present as inquisitive and independent learners.

A key strength of the setting is partnership with parents and other providers and external agencies. The key person system provides maximum support for children, by ensuring there are close bonds between a familiar adult and children, throughout their time in the setting. This ensures that children make very rapid progress. The provision involves parents and the extended family by inviting them to numerous events, celebrations and activities within the setting. Meetings, newsletters and written and verbal feedback help parents to understand the key areas of children's learning and their individual progress. In summative assessments practitioners are able to identify areas of learning, which parents and practitioners can build on through continuing their learning in the home environment. As a result, children make excellent progress in their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY244181
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	916916
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	64
<b>Number of children on roll</b>	102
<b>Name of provider</b>	Treetops Nurseries Limited
<b>Date of previous inspection</b>	18/01/2011
<b>Telephone number</b>	01244 379 005

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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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