

# Treetops Nursery Gloucester

10 Denmark Road, Gloucester, GL1 3HW

<b>Inspection date</b>	19/08/2013
Previous inspection date	01/05/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 have a calm, caring approach towards the children and interactions between the children and staff are strong.
- Children benefit from being able to wander between the inside and the well resourced outside play space, which enables them to explore the world around them.
- Safeguarding requirements are met effectively and as a result, the welfare of children is promoted well.

### It is not yet outstanding because

- The key person system is not fully implemented, and, as a result, parents indicate they are unsure about who is their child's key person.

## 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 inspection was carried out by two inspectors.
- The inspectors observed activities in playrooms and the garden.
- The inspectors had discussions with staff, children and parents.
- The lead inspector invited the manager to carry out a joint observation.
- The inspectors sampled a range of documentation including children's records, safeguarding procedures, policies and procedures.

## Inspector

Hilary Tierney

## Full Report

### Information about the setting

Treetops Nursery Gloucester is one of 34 nurseries run by Treetops Nurseries Limited. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery 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. There are currently 80 children aged from three months to under five years on roll. The nursery offers support for those children who speak English as an additional language and supports children who have special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 16 members of staff, including 11 with appropriate early years qualifications.

### What the setting needs to do to improve further

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

- develop the key person approach, and ensure parents are informed about who is their child's key person.

### Inspection judgements

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

Children are happy, confident and well occupied as they play and interact together. They take part in a good range of activities, which provide them with challenge and interest. For example, they enjoy experimenting with how water changes colour when other items are added, such as sand, oats and shaving foam. They talk about how the water feels when the items are in the water. Staff are attentive towards the children as they ensure they are supervising activities carefully and helping when required. For example, children enjoy pouring water around the edge of the water tray and watching it fall down the gaps. They ask a member of staff to help, by stopping the water at one end, so all the water flows through the other end.

Children develop their language skills well because staff speak to them constantly about what they are doing. The staff try to ensure they ask open questions, however at times closed questions are asked which can hinder children's responses. Children respond well to the staff and have obviously formed attachments with the staff in their room. Children

enjoy looking at books and have easy access to them in the rooms and in the garden area. They are able to look at them alone and with staff. Children are keen, active learners and they are well behaved. The older children understand they have to be careful of the younger children when in the garden. For example, a child riding on a bicycle is reminded to make sure no children are nearby when they ride down the hill.

Children are encouraged to make friends and share as they play. They work well together as they play and they enjoy playing in the large sandpit. They talk together about the sand castles they are making and which is the biggest and why some are not staying up. They understand about sharing the buckets and taking turns as they play. Children enjoy the world around them, through exploring the garden where they are able to learn about how things grow in the vegetable area, and develop their creative skills. Children are acquiring the skills, attitudes and dispositions they require to be ready for school or their next stage of learning.

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

Children are forming attachments with staff and are happy in the nursery. However, the key person system is not fully implemented. The younger children do not have all their care needs taken care of by their key person to help them feel settled. For example, one member of staff will change all the children's nappies in the morning and another will do it in the afternoon. Children settle quickly when parents or carers leave them. This demonstrates they feel safe and secure on the premises.

Children are beginning to learn about healthy lifestyles. They understand clearly about hand washing procedures and why it needs to be done. Children who arrive at lunchtime also understand that they need to wash their hands before they sit and eat. Children have regular access to drinking water as part of a healthy lifestyle. They enjoy being able to access the water themselves from the small water cooler in the garden. Staff supervise the younger children as they help themselves to water. The staff explain to the children about how to lift the tap to get the water out and that the tap needs to be pushed down to stop the water flowing out when they have filled their cups. Children enjoy being able to help themselves to the food on offer, for instance, they enjoy choosing their ploughman's lunch. They are able to pour their own drinks, closely supervised by staff. Staff sit near to the children as they eat and ensure that any children with dietary needs eat the correct food. Coloured plates are used to help staff recognise which children require certain food. Staff have a good understanding about supporting children who have particular dietary needs. Interactions at mealtimes between the staff and children mean that this is a relaxed, enjoyable time and children sit and eat well. Children enjoy exploring the outside areas. They are able to develop their physical skills as they move around in the garden area.

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

The provider has a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. Staff are clear about the procedures to follow should they have any concerns about the welfare of children in their care. Clear recruitment and induction procedures are in place, which means that staff understand the nursery policies and procedures. All staff are checked and are suitable to work with children.

The provider has a good understanding about their responsibilities in meeting the learning and development requirements. The new manager is in the process of monitoring staff and developing the systems for how they monitor children's progress. Staff know the children well and overall meet their individual needs well.

There are good partnerships with parents in place. They receive detailed information when they collect their child and have opportunities to see their children's learning journals at parents' evenings. There are detailed notice boards in the entrance hall that help to keep parents up to date with current and forthcoming information. Parents speak very highly of the nursery and are very pleased with how their children have settled. They speak about how their children have progressed and developed since attending the nursery. However, many were unsure about which member of staff is their child's key person to support their partnership working to benefit the child's care, learning and development. Links with other early years settings are in place and staff arrange for the staff from the setting to visit them or they visit the child at the other setting. This means all staff are able to contribute to children's learning and development.

The nursery has completed an evaluation of its practice to drive improvement in the quality of the provision and outcomes for children. The new manager is motivated and eager to put in place new ways of working. She has already clearly identified areas that need improvement, such as the way some paperwork is completed and in the garden area. Recommendations from the last inspection are being put into place to improve the outcomes for children.

### **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
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>	EY406047
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	928987
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	68
<b>Number of children on roll</b>	80
<b>Name of provider</b>	Treetops Limited
<b>Date of previous inspection</b>	01/05/2013
<b>Telephone number</b>	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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