

Treetops Nurseries Limited (Grove Road)

128 Grove Road, Sutton, Surrey, SM1 2DD

Inspection date	24/09/2013
Previous inspection date	05/05/2010

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

- Children settle quickly and enjoy their time at this homely nursery. This is because staff create a safe and happy environment where children have fun and feel confident.
- Children make good progress in their learning and development because activities and experiences are planned to meet their interests and individual needs.
- There is a very good focus on play and learning in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement.
- Staff offer all children a good range of sensory experiences, which encourage them to investigate and explore.
- Staff work well with parents, sharing information in a variety of ways, which helps them to be more involved in their child's learning.

It is not yet outstanding because

- Information about children's interests are not consistently communicated between staff as children move rooms and to a new key person. This results in minor delays in settling them into their new surroundings.
- Staff occasionally miss opportunities for pre-school children to maximise their understanding of letters and sounds to develop their early writing and reading 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.

Inspection activities

- The inspector observed activities throughout the nursery in both the indoor and outdoor learning environments.
- The manager spoke to the manager, area manager, quality and training manager, staff and children throughout the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a selection of documentation, including children's assessment records, policies and written parent comments.

Inspector

Daphne Brown

Full Report

Information about the setting

Treetops Nurseries Limited (Grove Road) is one of 34 nurseries run by Treetops Nurseries Limited. It re-registered in 2009. It operates from a large converted house in Sutton, Surrey. Children have access to toilets on the ground and first floor. There is a fully enclosed garden for outdoor play area. The nursery is open each weekday from 7.30am to 6.30pm all year round. The nursery is registered on the Early Years Register. A maximum of 43 places are available at any one time. Of these, 24 spaces are available for children under two years of age. Currently there are 86 children on roll. The nursery is in receipt of funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs 10 members of staff. All hold an appropriate early years qualification at level two or three. The manager holds a foundation degree in early years.

What the setting needs to do to improve further

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

- strengthen the systems for sharing information between staff to help support children as they move between key persons and into different rooms

- provide children with additional challenges during play activities to further extend their understanding of letters and sounds.

Inspection judgements

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

Children make good progress in their learning and development and benefit from a wide range of stimulating and engaging activities. Staff ensure that toys and resources are easily available to all children, which encourages their independence, decision making skills and allows them to follow their own interests. Staff know the children well and establish their starting points by gathering information from new parents prior to their child starting. This helps staff plan activities, which link to children's current interests and helps them settle. Effective, ongoing observations and assessments mean staff are able to then plan for children's next steps in learning and development. A key focus is on promoting active learning through group activities outdoors. For example, children planted and nurtured courgette and tomato seeds as they grew indoors during the colder months and then replanted them outside as the weather got warmer. Children thrive with the

responsibility of watering and caring for the plants and later being able to pick, cook and eat the produce. These opportunities clearly promote children's understanding of how things grow and change over time. The location of the pre-school room enables children to move freely between the indoor and outdoor learning environments. They benefit from fresh air, exercise and an environment, which staff organise to promote children's learning across all areas. Children develop good physical skills through challenges, such as bike riding and climbing and balancing on wooden logs in the garden. Staff encourage children to learn about and respect the world around them. Children are learning about recycling through the nursery's 'Go Green' campaign and they enjoy trips out of the nursery visiting local shops, parks and museums.

Staff make very good use of a variety of sensory materials to develop children's imagination and creative skills. Babies and young children immerse themselves in the feel and texture of shaving foam, sand and saw dust. They use their hands and other objects to make marks and patterns, therefore developing their early writing skills. However, staff do not consistently enhance experiences for pre-school children, which means they have slightly less opportunity to experiment with writing materials during role-play and other activities. Children are helped to develop a love of books from an early age as staff create inviting book areas. Young children freely select books and staff respond by sitting down together to read stories and look at the pictures. Pre-school children have their own drawer labelled with their name and staff clearly label toys and areas of the nursery so children begin to understand that print carries meaning. Staff enjoy teaching children new action songs and play games where children enjoy running, stretching and manoeuvring their bodies with control and safety.

Staff provide well-resourced role play areas, which help children to use their imaginations and learn about everyday life. Pre-school children enjoy using real food as they pretend to cook. They mix dried noodles and powdered mousse with water and watch how the consistency changes. However, staff miss opportunities to teach them about following the instructions on the packet food to further extend their developing literacy skills.

Children have good opportunities to practice developing their mathematics skills. They confidently use numbers as they count using their fingers as they sing songs, such as 'five current buns'. Staff caring for babies count as they build with large foam blocks. The babies giggle with delight as they fall down. Children enjoy having the time and freedom to discover things for themselves. For example, young children become thoroughly absorbed in experimenting with a plastic spoon as they hold it against a spinning drum of a toy washing machine. They discover how the drum slows down when they hold the spoon against it firmly and know that by pressing buttons they can make the toy stop and restart.

Staff have a good understanding of how children learn and develop and sensitively discuss any concerns they may have with parents. They know how to complete the progress check at age two and share this with parents.

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

Children enjoy their time at this friendly and welcoming nursery. They develop close and caring relationships with their key person as they are warm and responsive to their needs. Settling in sessions allow new children time to familiarise themselves with their new environment and build positive relationships with their key person. An effective 'buddy' system for each key person means that in the event of a child's key person being absent children have also built up a caring relationship with another member of staff. New systems are being introduced within the nursery for when children move from one room to another. This is because at present children's learning journals are not always exchanged prior to children moving, which means the settling in process for some children is slightly delayed.

Daily risk assessments in each room and outdoors means staff remove potential hazards making the environment safe and secure. Regular visit from the company's maintenance person ensures that essential fire alarms and checks are completed. Staff carry out monthly fire drills so children learn what to do in emergency situations. Children also gain an understanding of how to keep themselves when they are outside. Trips to local shops and parks provide opportunities for the staff to talk to the children about road safety and all children wear high visibility jackets when away from the nursery. Staff and children also talk about how good behaviour can keep themselves and others safe. Their ideas are displayed so children have a constant reminder of what is good behaviour. Staff are good role models and praise children for their achievements. As a result, they are confident and aware of the boundaries and expectations. Staff with pre-school children support and help children to resolve their own disagreements. If there are disagreements staff asks children what the problem is and then encourage children to think of a solution by encouraging sharing and turn taking. This helps children to think about each other's feelings and develop their friendships.

Children's good health and well-being is fostered very well. Staff value the importance of making the outdoor learning environment continually available to the children. Children thrive and have fun in the fresh air and engage in activities, which develop their minds and muscles. Meals and snacks are healthy and nutritious and planned according to children's individual dietary needs. Children are able to help themselves to drinking water and serve their own food. This develops their independence as well as helping children understand about portion sizes appropriate for their age and needs. They know about washing their hands before eating and after using the toilet and help to clear away their plates when they finish.

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

Leadership and management is good. The manager has a good understanding of her roles and responsibilities and actively supports the staff team. The inspection took place following concerns raised with Ofsted regarding staff's understanding and implementation of the nursery's safeguarding policy. An investigation by Ofsted found that the nursery had not fully complied with the requirements of the policy and raised an action. At this

inspection, it was found the manager has taken prompt action. All staff have received up to date training in safeguarding procedures. They were able to demonstrate their understanding of the procedures to follow and to report concerns to the manager, who takes the lead responsibility for safeguarding children in the nursery. Therefore, staff promote children's welfare effectively.

Robust recruitment procedures are in place to ensure staff are suitable to work with the children. Most staff have worked at the nursery for several years and work very well as a team. New staff benefit from a comprehensive induction process, where they have weekly meetings with the manager to fully understand their roles and responsibilities within the team. The manager supports and mentors the staff very well. As a result, they are enthusiastic and motivated to provide good learning opportunities for the children. The manager and regional staff, monitor the staff's practice through regular observations and assessment. This is to ensure good standards are maintained and contributes towards the self-evaluation process. Staff are encouraged to think about their professional development and are actively encouraged to update their knowledge and skills through training. The staff have effectively addressed the recommendation from previous Ofsted visit. A wide and varied selection of books, displays and play resources around the nursery help children develop their understanding of diversity.

Staff create an environment, which is welcoming, homely and safe. This enables children to feel secure, confident and enjoy their learning. The manager has a very hands on approach to her leadership role and spends time supporting and guiding staff in their practice. She monitors the observation and assessments of children's learning and development and the planning to ensure all children achieve well.

Good liaison with other agencies and professionals benefits children who may need additional help to support their learning and development. Staff in the pre-school attend an annual meeting where they are able to meet reception teachers from local schools. This helps to support children when they move on to their next phase in learning. Staff also plan a 'School Week' where the children practice changing for and doing physical education lessons and bring in their own lunch so they can practice opening packaging around their food.

Partnership with parents is valued and they are actively invited to contribute their observations through children's daily diaries and daily discussions. Parents are able to easily access their children's learning and development records so they can see how they can support their child's learning at home. Recently parents have been invited to 'Play and stay' afternoons where they have enjoyed making pizzas and space models with their child at the nursery.

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	EY404032
Local authority	Sutton
Inspection number	935072
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	86
Name of provider	Treetops Nurseries Limited
Date of previous inspection	05/05/2010
Telephone number	

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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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