

# Treetops at Sunny Corner

146 Haunch Lane, Birmingham, West Midlands, B13 0PY

<b>Inspection date</b>	13/12/2013
Previous inspection date	14/08/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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 are provided with a broad range of learning opportunities and are supported well by staff, who use their knowledge and skills to ensure that children reach the next stage in their development.
- Children are confident and their physical, personal, social and emotional development is well-promoted. This helps children develop the skills needed to support their future learning.
- Good support is in place to ensure that children enjoy moving into full-time school, as there are effective communication and transfer of information between local schools and other early years settings.
- The key person system is effective as staff have good understanding of children's individual needs. This results in children's interests and needs directly informing the planning, so there is a varied educational programme.

### It is not yet outstanding because

- There is further scope to increase the range and quantity of books available so children can look at these independently.
- There is further scope to extend children's understanding of how to compare quantity, size and shape of objects.

## 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 conducted a joint observation of children's activities and staff child interaction with the manager of the nursery.
- The inspector took into account the views of parents through discussion.
- The inspector observed activities in the toddler room and pre-school room, the baby room and children having their lunchtime meal.
- The inspector looked at children's assessment records, planning documentation, evidence of staff suitability and a range of policies and record keeping procedures.
- The inspector spoke to the manager, area manager, deputy manager and other staff throughout the inspection.

## Inspector

Susan Rogers

## Full report

### Information about the setting

Treetops at Sunny Corner was registered in 1990 and is one of 34 nurseries owned by Treetops Nurseries Ltd. It is registered on the Early Years Register and operates from eight rooms in a converted building in the Kings Heath area of Birmingham. The nursery serves the local area and is accessible to all children. It opens on Monday to Friday, from 7.30am to 6.15pm, for 50 weeks a year, with the exception of bank holidays. There is an enclosed area available for outdoor play.

The nursery employs 15 members of childcare staff, 14 of whom hold appropriate early years qualifications at level 2 and 3. Children attend for a variety of sessions. There are currently 127 children attending, who are within 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 with special educational needs and/or disabilities and children who have English as an additional language. The nursery receives support from the local authority.

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

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

- extend opportunities for children to develop an understanding of how to compare quantity, size and shape of objects
  
- enhance the book area, so children can comfortably access books and look at these independently.

## Inspection judgements

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

Staff have a good understanding of how children learn and develop and spend time getting to know the needs of each child. This enables staff to plan activities they know will interest children and make the most of their preferred ways of learning. As a result, staff have a thorough understanding of each child's interests. They use this information to organise activities that inspire children and make their learning enjoyable, so they make good progress. Children's starting points are recorded by staff and their parents before the child starts at nursery, which enables parents to work with staff in planning for their child's further development. Parents are regularly consulted regarding their child's progress through daily diaries and discussions as they collect their child. They have access to their child's learning journey where staff record details and plan for their child's next steps in their development. Staff carefully plan and assess children's progress, which means that

all children are supported well in their learning and development and any emerging gaps in their learning is swiftly identified.

Children are enthusiastic learners and enjoy sitting together in their groups where they discuss recent events in their lives or read a story together. Staff ensure children's interest is sustained by listening to what children have to say and building on what they know. Children develop an understanding of how to use number for practical purpose. For instance, they use number to measure the passing of time as children count from one to 10. A range of fun activities encourages children's physical skills as they play skittles, learn how to take turns and count the number of skittles they knock over. There is further opportunity, however, for these activities to be extended, so that children learn to compare numbers, size and quantity. Children are confident as they include each other in their imagined play scenarios. They eagerly discuss their play ideas with each other and talk about their interests and what they like to do at home. Children show an increasing awareness of how to write their names and identify letters and sounds. They enjoy outdoor play and trips to the local park and shops where they learn about the wider world. This gives them opportunities to identify familiar objects and discuss the changing seasons.

Children enjoy using books and listening to stories read to them by staff with increasing attention as they remember what happens next. This encourages children to join in and anticipate key events and phrases in rhymes and stories. There is, however, further opportunity for children to comfortably access books in the reading area and look at these independently. Children who have special educational needs and/or disabilities make good progress, due to staffs' accurate assessment of their individual needs, so that care and activities are adapted to enable all children to participate. The nursery works closely with outside agencies to seek further support and advice when necessary. Children who speak English as an additional language are well supported as staff gather key phrases and words from their parents, so that they can communicate effectively with the child. As a result, all children are gaining the necessary skills to support their future learning.

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

Children settle into the nursery quickly as staff are attentive to their needs and this is well supported by their key person. Children's transfer between rooms is managed effectively, with children having plenty of opportunities to visit for short periods, which is gradually lengthened until children are more confident. Staff complete transfer sheets when children spend time between two rooms to ensure their continuity of care. Nappy changing arrangements are managed very effectively as staff record when they have both changed and checked children's nappies. Staff are equally vigilant when it comes to managing the needs of children, who are being toilet trained and ensure they have their needs fully met, so they are comfortable throughout this process. Parents are regularly consulted regarding their child's needs throughout all aspects of their childcare.

Children develop a good understanding about the importance of leading a healthy lifestyle. They enjoy nutritious meals freshly prepared food cooked on the premises and learn about

the foods that are good for their growing bodies. Babies' diets are carefully met and key persons are careful to follow the instructions of parents and provide special diets for those children who require this. Children have regular opportunities to play outdoors and visit the nearby community to post letters or visit the local shops. This gives them the opportunity to learn about the wider world and learn how to keep themselves safe outdoors. Staff are vigilant of children's safety when they visit the local areas and ensure children all wear identifiable jackets to help keep them safe. This prepares children well for the next stage in their learning and promotes their independence. Children learn about the importance of self-care, resulting in them becoming ever more independent, for example, washing their hands before a meal and using the toilet independently.

Children behave well and are kind and considerate to one another, which helps them form friendships. Staff are always on hand to explain to children how to consider each others needs and are good role models. Children sleep times are well-organised and both younger children and babies have designated sleep times where they rest undisturbed. Staff remain with children at all times monitoring children to ensure their well-being as they sleep. Staff work directly with children throughout their activities and make effective use of the available toys and resources. Suitable, age-appropriate resources are stored within children's reach. Younger babies are supported as they learn to pull themselves up with a range of well placed equipment and furniture, which helps them develop their physical skills as they learn to walk and become mobile.

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

There is clear monitoring of the educational programme by managers, which ensure that all children receive broad and varied learning experiences. The individual tracking records clearly show how children are making progress and identify if there are any delays or gaps in their development. By doing this, any areas of concern are highlighted at an early stage and enable staff to plan for children's development and to seek additional support if necessary. Recruitment of staff is robust and managers' support staff very well in their role. A range of training provided both in house and through the local authority, maintaining staffs ongoing suitability and supporting them well in their professional role. Staff interaction with children is observed by managers, who use their observations to provide ongoing advice and support and is used to inform their regular appraisals and improve staff practice. This results in knowledgeable and confident staff, who work well together as a team. Staff have a good understanding of their roles and responsibilities and are fully aware of safeguarding procedures to protect children. All staff have a comprehensive induction, which includes safeguarding awareness. As a result, staff are fully aware of what to do if they had a concern about a child in their care.

Staff are vigilant regarding child safety and minimise any hazards, through detailed safety checks and risk assessments. There is a strong partnership with parents as staff consult them during all aspects of their child's care to ensure that parents are fully informed at all times. The positive comments received during the inspection confirm that parents are kept well-informed and receive lots of information about their child's progress. They state that

staff are kind and caring and very approachable. The management team and staff demonstrate a strong commitment towards improving their service for parents and children. Regular discussions with parents provide indepth information for managers and staff to plan for the continuous improvement of the nursery. For example, the outdoor play area is currently being refurbished to provide extended outdoor play opportunities for all children. Regular social occasions, parents evenings and open days provide a relaxed opportunity for parents to voice their opinions and speak to staff.

Staff understand the importance of working closely with other childcare professionals, who support children's additional needs. They work closely with nearby schools arranging visits from teachers and groups of children to visit the school they will eventually transfer to. Transfer documents completed by key staff enable teachers to be updated regarding children's stages of development. Staff also work successfully with other early years settings that children have attended ensuring they have their assessment records, so they have a fuller picture of children's individual needs.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY268855
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	942186
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	74
<b>Number of children on roll</b>	127
<b>Name of provider</b>	Treetops Nurseries Limited
<b>Date of previous inspection</b>	14/08/2013
<b>Telephone number</b>	0121 443 2600

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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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Piccadilly Gate  
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