

# Treetops Nursery Birlingham

Willow Rise, Eckington Road, Birlingham, PERSHORE, Worcestershire, WR10 3DA

<b>Inspection date</b>	10/01/2014
Previous inspection date	21/07/2010

<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

- Teaching is good. Staff have a good understanding of how children learn and develop. This knowledge is used to plan a range of stimulating activities to meet the needs and interests of children and, as a result, children make good progress.
- Relationships between children and staff are very good, fostering a strong sense of belonging and ensuring that children are confident learners. Partnerships with parents are strong with regard to sharing a comprehensive range of information that aids staff in meeting children's care and learning needs.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities in protecting the children in their care.
- Leadership and management of the setting is enthusiastic and committed to continuous development of practice to benefit all children.

### It is not yet outstanding because

- Although parents share information about their children on a daily basis, staff do not actively encourage them to consistently review and add to their children's learning records so that the nursery has a complete picture of the children's overall development.

## 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 inspector observed activities in all areas of the premises and the outdoors.
- The inspector reviewed a sample of paperwork including children's learning records, planning documents, policies and staff information.
- The inspector talked to children and staff and also held meetings with the manager during the inspection.
- The inspector spoke to some parents to gain their views on the nursery.

## Inspector

Tina Smith

## Full report

### Information about the setting

Treetops Nursery Birlingham was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is one of 34 settings owned by Treetop Nurseries Ltd and operates from a converted residential property near Pershore. The nursery serves the local area and is accessible to all children. There is an enclosed play area available for outdoor play.

The nursery employs 12 members of staff. Of these, eight hold appropriate early years qualifications at level 3, including one with Early Years Professional Status and one with Qualified Teacher Status. The nursery opens Monday to Friday all year round, from 7.30am until 6pm, except for Bank Holidays. There are currently 58 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It 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 ways for parents to consistently review and add to their children's learning records, so that this information can be used to enhance planning even further for children's future learning.

## Inspection judgements

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

Teaching is good. Staff have a good knowledge of the learning and development requirements within the Statutory framework for the Early Years Foundation Stage. They understand how children learn and provide successful opportunities and activities which promote children's development. Children's starting points are assessed on entry. For example, at initial visits, parents are invited to share information about their child's development. As a result, staff are aware of what children can already do and progression from the start can be accurately monitored. Ongoing communications provide valuable detail from parents, such as likes, dislikes and interests. This information helps to inform the planning of future activities, which are varied and cover all areas of learning. Parents receive monthly newsletters giving details of planned activities and workshops for them to attend. In addition, the nursery uses a white board to display ideas for parents on how they can continue their children's learning at home, for example, by using one of the 'grab and go' boxes on offer. Staff regularly observe and assess children's progress and identify the next steps in their learning. Each child has a learning record which contains photographs and pieces of the children's work, along with observations made by staff. Parents are invited to review and add to them. However, there is room to further extend

ways for parents to consistently do this so that the nursery have an even more complete picture of the children's overall development. The nursery is completing the required progress check at age two for each child, and parents are asked to contribute to this.

All children are developing effective learning skills as they freely choose toys and resources that reflect their current interest. For example, pre-school children use their imagination to create a doctor/dentist surgery. They invite staff members into their play and skilfully bandage their heads and arms. Staff readily converse with them to stimulate the children's interests and foster their developing language skills, as well as making the learning fun. This interaction promotes the children's communication skills as well as their confidence and self-esteem, skills which are needed in readiness for school. Young children enjoy bathing the dolls and wait patiently for them to dry before putting their clothes back on. They practise their counting and problem-solving skills as they carefully thread pasta shapes onto pieces of spaghetti, trying very hard not to break it. Staff extend this activity by asking what else they could do with the pasta, as a child uses it to make noise. Children have good access to tools for mark making, which helps to develop their early writing skills. All children have opportunities to use their senses to explore and investigate a wide range of textures and materials, such as paint, water and shaving foam. In addition, all have access to a good selection of books, which they handle correctly. Staff members read to them and children confidently choose the next story. Babies are cared for in a separate area, and consequently they are able to play safely and sleep peacefully. They play with developmentally appropriate toys and resources which aid their learning and development. The excitedly use a selection of wooden spoons and saucepans to make noise, giggling with delight. They explore a selection of sensory items including cardboard tubes and textured materials, as well as investigating messy activities, such as mashed potato. Very young children have space to roll and crawl; staff spend one to one time with them and are able to effectively support their drive to stand and walk. They confidently approach staff for cuddles, support and reassurance. This genuine, warm, responsive reaction raises the babies' confidence and contributes to their overall well-being

All children have daily access to outdoor play experiences, which means they get regular fresh air and exercise. The outdoor environment is very well resourced and contains lots of exciting and challenging resources. For example, children have the opportunity to run fast in the large space available to them. In addition, they build in the construction corner using open-ended resources, such as guttering and tyres, as well as the cement mixer. The children visit places of interest in their community, for example, the library and the shops. These experiences help children to learn to be sociable with others and to begin to understand about their local community.

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

Key aspects of children's well-being are good. Children are happy, settled and receive good levels of care from a strong and established team of staff, who have a lovely rapport with the children. The effective key person system means that key staff liaise closely with parents. This enables them to gather information to help support children's emotional well-being. For example, staff follow particular strategies used by parents at home to comfort younger children. This helps children to feel settled and secure. In addition,

children develop a strong sense of belonging as they see photographs of family members displayed around the room. When children start at the nursery they are offered several settling-in sessions. This enables them to become familiar with their surroundings and staff. Consequently, children settle well, enjoy trying new experiences and happily investigate during their play. When children move up to the next age group, detailed information is shared with the other staff to help children settle in. They also attend taster sessions with their key person so that they are familiar with the routine and arrangement of the room. Children are well prepared for the next stage in their learning because staff give careful consideration to preparing them for school. The nursery invites reception teachers from the local schools that the children will be attending to visit the nursery so they can see the children in their own environment and discuss with staff their individual needs. Consequently, the transition between nursery and school is a positive experience for the children.

Children benefit from the well-resourced and welcoming environment. The broad range of good quality, age-appropriate resources are stored at child height, which means they are easily accessible to children. This allows them to make free choices about their play activities. Staff place a strong emphasis on keeping children safe. They are well supervised by staff and explore their secure environment freely and with confidence. Children form good relationships with both adults and their peers. They are well behaved because staff are positive role models and give clear guidance as to what is acceptable behaviour. For example, children are fully familiar with the 'three star' rules. Children learn how to keep themselves safe because staff talk to them about dangers, for example, ensuring toys are picked up after use. In addition, the nursery carries out monthly fire drills where the children practise the evacuation process.

Children's health and well-being are well supported through attention to daily routines, such as developing their own self-care skills as they independently access the toilet and wash their hands. Staff encourage children to learn about their own health and needs, such as sneezing into a tissue to stop the spread of germs. Pre-school children learn how far and wide germs are spread as a staff member illustrates this using glitter on her hands then touching door handles and toys. The nursery provides healthy and nutritious meals throughout the day and staff talk to the children about the importance of a healthy diet. Fresh drinking water is available at all times and children help themselves when they are thirsty. Children benefit from regular fresh air and exercise because they have access to a well-resourced outdoor area.

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

Leadership and management is very good because the requirements of the Statutory framework for the Early Years Foundation Stage and management and accountability arrangements are fully understood. Children are safeguarded well. All policies are in place and the nursery has written risk assessments, which are regularly reviewed. All staff are aware of their roles and responsibilities in protecting children in their care and understand the signs and symptoms to be aware of and the procedures to follow if they have concerns about a child in their care. Recruitment procedures are robust. All staff are

checked thoroughly before being employed and induction procedures are in place to help and support new staff. Appraisals are used to assess staff's ongoing suitability as well as to identify any areas for improvement.

The manager and staff have a good understanding of the learning and development requirements. They plan purposeful play around the children's individual interests and provide challenging next steps for each child. As a result, children make good progress in their learning. The management team are enthusiastic and committed to continuous development of practice to benefit all children. The manager understands the need to monitor the educational programme along with the quality of teaching. She checks the children's learning records, and through one-to-one meetings helps staff to identify ways they can enhance their practice. The management continue to review the nursery provision to determine where they can make improvements, for example, decorating various rooms.

Partnerships with parents are strong and they comment very positively on the ongoing support and approachability of all staff. Very informative display boards, parent welcome packs and regular newsletters ensure that parents are fully informed about all aspects of the nursery. Parents' views are invited through questionnaires, text messages and emails, along with daily chats with members of staff. They are kept informed of children's daily progress through regular feedback from staff. Parents say that children are happy and enjoy their time at the nursery. Staff work effectively in partnership with other professionals and settings children attend to support their transitions and to promote continuity in their care and learning.

### **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	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>	EY406059
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	874185
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	62
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Treetops Limited
<b>Date of previous inspection</b>	21/07/2010
<b>Telephone number</b>	01386 750 555

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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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