

Treetops Nursery Tewkesbury

7 Ashchurch Road, Tewkesbury, Gloucestershire, GL20 8DS

Inspection date	10/12/2013
Previous inspection date	18/10/2010

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

- The home from home ethos provides a welcoming environment for children.
- Skilled staff provide enjoyable activities that enable children to develop as confident learners.
- Staff are vigilant about children's safety and provide a safe and secure environment for them.
- Staff monitor planning and assessment systems carefully to ensure children are making good progress.
- Effective systems are in place to ensure staff have the knowledge and skills to support children's learning well.

It is not yet outstanding because

- Children are not always encouraged to develop their own self help skills to support their independence.
- Resources and equipment are not always displayed attractively enough to encourage children to engage in more imaginative activities.

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 held discussions with parents and took account of their views.
- The inspector spoke to the children and staff.
- The inspector viewed a sample of the nursery's documentation.
- The inspector held discussions with the new manager, the interim manager and the area manager for Treetops Ltd.
- The inspector made a number of observations of activities, including undertaking a joint observation with the new manager of the nursery.

Inspector

Edgar Hastings

Full report

Information about the setting

Treetops Nursery Tewkesbury is one of 34 nurseries run by Treetops Nurseries Limited. It opened in 2009 and operates from a converted house in a residential area of Tewkesbury in Gloucestershire. There are three base rooms and connected facilities on the first two floors. On the ground floor are the baby unit and pre-school rooms with access to the covered outdoor area and garden with grassed and all weather surfaces. The toddler unit is based on the first floor. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for bank holidays. The nursery is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. There are currently 52 children aged from three months to under five years on roll. The nursery currently supports children learning English as an additional language. There are 14 members of staff at the nursery including nine permanent staff and five relief staff. Of these 10 have appropriate childcare qualifications and four are gaining a qualification. The nursery provides free funded early education for two-, three- and four-year-olds.

What the setting needs to do to improve further

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

- encourage children to develop their own self help skills in order that they become more independent

- ensure resources and equipment are displayed more attractively in order to encourage children to engage more in activities, and develop their use of imagination.

Inspection judgements

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

On admission to the nursery parents share information about their child's development and interests through the 'All About Me' booklet. This enables staff to plan activities to meet children's needs and to establish starting points for assessment. Staff encourage parents to stay and help settle their children during the early stages of admission. Staff plan activities to ensure children enjoy being in the nursery and become familiar with the daily routines. Overall, most resources are organised appropriately to encourage children's interest. A sensory area helps young children to explore their world through sight, touch and sound. They listen to the sound of 'jingle bells' and explore making sounds by striking instruments together. Staff join in with children as they play imaginatively, and encourage and extend children's learning through conversation and talk. Children develop early manipulative skills as they use crayons to make swirly patterns on paper. They can identify

some of the colours including red and green. Staff use stories to support children's learning well. They learn new names of animals as they look with interest at the pictures. Staff have good teaching skills and adjust activities to meet the age and ability of the children.

The educational programmes provide for all areas of learning, and are adapted to meet the needs of the children of different age groups. Mathematical development is promoted well through regular opportunities for children to count and to recognise different mathematical shapes. The older children have the opportunity to count in other languages, including French and Spanish, reflecting and celebrating the different cultural backgrounds of some of the children in the nursery. The learning environment pays good attention to the printed word in its displays to support the development of early reading skills. Useful vocabulary linked to different topics provides key words for children to use. Construction activities support children's handling skills as well as providing opportunities for them to work together co-operatively. Children have frequent opportunities to be creative and to develop skills such as cutting and sticking as they prepare for the festive season. They learn songs for Christmas and parents help them to learn the words at home. The outdoor area is well equipped and imaginatively laid out to enable children to be active and to explore the different areas. Most rooms are generally well resourced, however, some are not displayed attractively enough to encourage children to engage in imaginative play, particularly for the older children.

Children are making good progress and most are working securely in the appropriate band for their age, and some are working beyond. Children who speak English as an additional language get good support. Staff use special resources to promote children's communication skills and these help to support their progress well. Staff complete careful and regular observations to monitor and track children's progress. Effective systems of assessment enable staff to successfully identify what children need to do next in their learning. Children show good personal and social skills, and speak with confidence to staff and visitors. Staff provide daily information for parents about the activities children have engaged in. This information enables parents to continue to support their children at home. Regular open evenings are provided each term for parents to learn in more detail about how their children are progressing. Keeping parents well informed ensures a strong partnership with parents. Assessments show that children are prepared well for the next stage of their education.

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

Children settle well because of the homely atmosphere created by the nursery. Staff enable familiar routines to be followed that match the level of care similar to that which children receive at home. Parents provide information about routines and general care that ensure children's individual needs are met. Key persons develop strong trusting relationships with their children enabling them to feel secure. Children who attend are very confident because they know their key person well, and are familiar with the nursery's routines. Staff have high expectations of children's conduct and manage them in a positive manner. Children consequently receive a strong message of how to behave and

incidents of poor behaviour are rare.

Staff provide an encouraging atmosphere ensuring children engage fully in the daily routines. Activities are enjoyable and provide opportunities for children to work co-operatively, to share and to take turns. Children are encouraged to have a go at doing things for themselves and so develop some independence. However, on occasions older children are not always encouraged to develop self help skills such as dressing for outdoor play, and this slightly hinders the development of their independence. Good hand washing procedures are in place and are observed regularly to ensure to avoid infection. Children attend to their own personal needs dependent upon their age. Good hygiene practices are in place to protect children and ensure they stay healthy. Parents share information about children's dietary requirements, and good attention is paid to supporting children who have food allergies. Evacuation procedures are practised regularly so that children are familiar with the drill in the event of a real emergency.

The nursery promotes a healthy life style through its food and eating policy. Balanced and nutritious menus have been developed by a nutritionist, providing a good range of meals over a four week cycle. Snacks and teas follow a similar pattern encouraging children to develop an understanding of which foods are good for them. Children participate in daily physically active pursuits both indoors and in the well equipped outdoor area.

Developed links with local primary schools and visits from school staff enable children to meet their prospective teachers ready for when they transfer at the end of the school year. This prepares children well for the next stage of their education. Progress information is shared between staff so that the transition from nursery to school is a smooth one.

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

The nursery fulfils its responsibilities by ensuring a broad range of activities are provided to meet the requirements of the Statutory Framework for the Early Years Foundation Stage, covering all areas of learning. Staff are familiar with the new framework and use it well to provide an enjoyable and interesting learning environment. Planning ensures that children's particular interests are included in the range of activities provided. Staff complete regular observations that lead to careful assessments of children's progress, and identify what they have learned and what their next steps in learning should be. Assessments are carefully monitored to ensure there are no gaps in learning, and to provide additional support where it is needed.

Staff provide a safe and secure environment for children. Access to the premises is carefully monitored, and staff keep attendance registers so that all children can be accounted for throughout the day. Daily risk assessments are completed at the start and end of each day to ensure the safety of premises and equipment, and when outings are organised. Staff are trained in safeguarding and child protection procedures, and know what action to take should there be any concerns. Rigorous recruitment procedures are in

place to ensure the candidates' suitability for working with young children. Staff induction training is thorough with a strong emphasis on following the nursery's safeguarding policy. Strict rules cover the use of mobile phones and cameras. In addition there is a suitable complaints policy in place.

The interim manager ensured suitably qualified and experienced staff were transferred from other branches of the parent company to provide continuity for the children during the period of staff turnover. The required staffing ratios are maintained and recorded daily against the attendance registers. A recently completed audit identifies areas for improvement. The new manager has developed her own action plan using the audit as a basis upon which to build and to identify improvement priorities including the provision of new resources equipment. The issue from the previous inspection has been fully addressed through the adoption of the Treetops assessment system. Staff are held to account each term for children's progress through the monitoring process. Annual appraisal and performance management systems ensure staff development needs are identified. Currently, four unqualified staff are working towards a qualification in order to improve their knowledge and skills as practitioners. An extensive mentoring programme helps to ensure trainees are well prepared and develop the necessary skills and expertise.

Parents speak highly of the provision made for their children. They appreciate the regular sharing of information about their children's progress, and the opportunities to make suggestions and to offer their ideas for improvement. The nursery has access to local external agencies who provide support to children when required. As part of a group the nursery has access to the company's expertise to provide support and guidance, and have benefited from access to experienced staff when recruitment was difficult.

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

Unique reference number	EY406061
Local authority	Gloucestershire
Inspection number	945082
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	52
Name of provider	Treetops Limited
Date of previous inspection	18/10/2010
Telephone number	01684 276 279

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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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