

# Treetops Nursery

96 Stonebridge Lane, CROXTETH, Liverpool, Merseyside, L11 9AZ

## Inspection date

04/12/2013

Previous inspection date

11/06/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision requires improvement

- Children are safeguarded as staff have good knowledge of child protection procedures and complete risk assessments to ensure areas used by children are safe.
- Staff plan a range of interesting activities that the children enjoy participating in. As a result, children are eager and motivated to learn new things.
- The manager and staff are keen to develop the service provided. They act on advice and staff attend training to enhance their knowledge and strengthen practice for the benefit of all children.
- Partnerships with parents, other agencies and providers are sound. This ensures that children are given access to appropriate help, and that they are well supported in their moves both within the nursery and on to other settings, including school.

### It is not yet good because

- The nursery has not obtained written parental/carers consent for the administration of a specific named medicine. Therefore, they have not met a legal welfare requirement of the Statutory framework for the Early Years Foundation Stage.
- Performance management is not yet fully implemented to ensure inconsistencies in the quality of teaching are closely monitored and help staff improve their personal development and practice to support children's learning needs.
- There is a limited selection of resources to help children to understand about difference and diversity within the world they live.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager in the pre-school room.
- The inspector held meetings with the manager, spoke to staff and children, and took account of the views of parents through discussions and from written questionnaires.
- The inspector looked at children's records and planning documentation, evidence of suitability of staff working within the setting, and a range of other records, policies and procedures.

## Inspector

Jeanette Brookfield

## Full report

### Information about the setting

Treetops Nursery opened in 1999 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building and is situated near to Croxteth Country Park in Liverpool. The nursery serves the local community and also the surrounding areas. The nursery opens five days a week from 8am until 6pm all year round. Children attend for a variety of sessions. Children are cared for in three main rooms over two floors and have access to an enclosed outdoor play area.

There are currently 53 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently 17 members of staff working directly with the children, all of whom hold appropriate early years qualifications at level 2 and above. The deputy manager holds a foundation degree and another member of staff holds a level 6 qualification in early years leadership (BA Honours). The nursery provides funded early education for two-, three- and four-year-old children.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- put appropriate arrangements in place to ensure written consent is gained from parents/carers, for any specifically named, prescribed or non-prescribed medicines to promote children's safety
- improve the use of staff supervisions and appraisals to ensure consistency in the quality of teaching is closely monitored and help staff improve their knowledge, understanding and practice to support children's learning and development.

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

- improve the provision of resources that help children begin to understand about similarities and differences between themselves and others, and among families, communities and traditions.

## Inspection judgements

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

The manager and staff are secure in their knowledge of the learning and development requirements. They are able to provide children with a range of interesting and enjoyable activities to engage and motivate them. As a result, all children make steady progress in their learning. Methods for observing children, recording their progress and identifying priorities are sound and staff regularly reflect on how this process moves children onto their next steps for learning. Staff maintain assessments of children's achievements which are fed into planning systems. A progress check at age two is in place and is completed by staff in consultation with parents. This enables staff to identify any individual falling behind their peers or below their expected achievement levels. Staff regularly discuss children's learning with parents to obtain information about activities children enjoy at home. As a result, the continuity between the home and the nursery contribute positively to children's learning. Children's development is initially discussed when they start in the nursery, and parents fill in a 'my child at home' form that shows what children can do and know. This ensures that staff have a clear understanding of children's preferences to plan for their learning and to build on their existing skills.

All children enjoy accessing a developmentally appropriate range of toys and resources, which they investigate and explore. Babies who are becoming aware of their surroundings are stimulated by staff who maintain eye contact and model early words for them. They are attentive to their needs and listen carefully to children's responses. Through this, children are happy and their individual needs are suitably met. Older children play alongside others as they actively explore the sand tray and play with water outdoors, developing mathematical awareness as they fill and empty containers. They are curious and keen to participate in activities on offer. For example, they relish the experience of getting messy using gloop and enthusiastically smear and squash it between their fingers. This shows some of the characteristics of effective learning. Toddlers develop listening and attention skills as they listen to familiar stories and rhymes read aloud to them. Children's communication and language skills are promoted well as staff playfully interact with them. Staff provide activities that encourage children to listen, such as making Christmas decorations and writing cards, and introduce new words through discussions, songs and sensory play. Staff use appropriate teaching strategies to encourage pre-school children to enjoy books and stories. Children sit absorbed as a member of staff tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. They are confident in using books by themselves. They turn the pages from front to back and point to the pictures and text, recalling the story and demonstrating their developing understanding that print carries meaning. The provision and easy access to writing tools encourages children to make marks and practise their early writing skills. Children develop an understanding of technology when they show interest in technological toys with buttons or pulleys and play games on the electronic note-book. As a result, children make suitable progress and are prepared for the next steps in learning, including when they transfer into school.

Children have daily access to the outside play area where they enthusiastically pursue energetic play and show enjoyment in being physically active. They manoeuvre their scooters and bikes skilfully and with ease around the play area, taking care not to bump into others. Crates and large tyres add challenge and appropriate level of support from staff provides them with confidence to 'have a go'. Children actively engage in making marks outside with the water and large paint brushes. They make marks on the wall with

enthusiasm and staff encourage them to draw and name various shapes, such as circles and triangles. This helps children to develop their literacy and mathematical skills, and demonstrate a good approach to learning. Children learn about the community in which they live because visitors come to the nursery to talk to them, such as the police and fire service. However, resources and visual images to help children understand more about the difference and diversity of the world around them are not used to best effect within the nursery.

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

An effective key person system is in place in the nursery and staff support children to form appropriate emotional attachments. New children are supported to settle through regular visits and parents are encouraged to stay for as long as necessary for children to feel safe. Staff meet the needs of very young children and babies very well and respond sensitively when they cry. They reassure children by talking gently and recognise their physical needs when they are tired or hungry. Children show they are settled and content when they fall asleep or rest quietly in cosy areas. Children enter the playgroup happily and immediately engage in their choice of play. The well-organised and well-resourced rooms foster children's imagination to explore their surroundings. Staff support children to interact and they promote children's curiosity further through play and talk. Staff act as positive role models, providing praise and encouragement to promote children's self-esteem and good behaviour. For example, children are reminded to share and take turns. Individual care and health plans are completed for children with specific needs and allergies to maintain their well-being and ensure any needs are met. However, sometimes staff fail to obtain written consent from parents to administer named medication as required to ensure children's well-being.

Children develop some of the skills necessary for future life. They form friendships with their peers, and staff provide experiences that require children's cooperation and communication. Children behave well and play cooperatively with their friends, and staff take a consistent approach in their expectations for children's behaviour so they learn what is acceptable. Staff use positive behaviour management strategies, and children's self-esteem is enhanced as they receive praise for good behaviour, effort and achievement. Children learn about sharing and taking turns, and respond well to reminders and direction from the staff. For example, children quickly respond when staff ask for help to tidy up. Any minor disputes are dealt with appropriately by staff. Transitions within the nursery are well organised and information is shared effectively with staff in the room children move on to. The key person discusses the move with parents so they are involved and can support their child.

Children are developing appropriate independence skills. For example, they are encouraged to serve their own food and help themselves to snacks and drinks. The nursery provides a range of healthy and nutritious snacks and meals which are prepared on site each day by the chef. Staff follow procedures to ensure that children's dietary requirements are catered for well. Hygiene routines are good and routinely reinforced through discussion and everyday practice. Children learn about road safety when the local lollipop lady visits to talk to them and through participating in practising the fire drill. They

are also encouraged to think about their own safety and the safety of others during their play. Consequently, they are learning how to keep themselves safe.

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

The manager and staff have a clear understanding of how to keep children safe in their care, because they have attended safeguarding training. This means staff know what to do if they have a concern regarding a child's welfare. Training is regularly updated and higher qualifications and higher safeguarding courses have been accessed. For example, the deputy manager has recently completed an early years foundation degree and another member of staff attended a level 3 safeguarding course. Clear records, containing all necessary paperwork, to ensure safe recruitment including taking up references are kept. All staff are appropriately qualified and have been subject to effective checks to ensure they are suitable to work with children. High staff to child ratios are maintained throughout the nursery each day. Each room has extra staff to ensure children are suitably supervised at all times. The manager and deputy manager also cover in rooms to cover lunch breaks and at the start and end of each day. The premises are kept safe and secure and appropriate detailed policies and procedures are in place and reviewed regularly to further ensure children are safeguarded. The complaints policy is followed and appropriate documents to record complaints and any significant incidents are readily available for use. Other policies and procedures, such as behaviour management support the staff to take appropriate steps if issues occur. All accident books have been completed in each room and signed appropriately. A copy is provided for parents and a copy kept on file in each room for future reference. Staff request visitors' identification before allowing them inside and ensure visitors' details are recorded upon entry and when leaving. This means staff implement and understand the nursery's safeguarding practice and procedures. Risk assessments are conducted regularly and actions are taken to manage or eliminate risks. This ensures children play in a safe environment.

The requirements of the Early Years Foundation Stage educational programmes are suitably understood by the nursery manager and staff. The manager understands her responsibility to oversee the educational curriculum to provide good quality care and learning experiences for all young children so that they make good progress. She confidently identifies when standard staff training should be renewed. Consequently, staff are regularly trained in first aid and the procedures of the Local Safeguarding Children Board. Regular team meetings are held for in-house training and sharing ideas and knowledge from workshops they have attended. The manager works closely with staff. She has new supervision documents in place to evaluate and coach staff to further promote and support children's learning and development. However, this is in its infancy and as yet does not fully monitor any inconsistencies in the quality of teaching to help staff improve their knowledge, understanding and practice. Staff in each room contribute to the nursery's focused improvement plan and questionnaires completed by parents feed into the review of the nursery. The manager identifies strengths of the nursery, such as their work with parents and a clear understanding of safeguarding procedures. There is an awareness of the importance of making improvements.

Partnership with parents is very positive and staff's approach is welcoming and supportive to them. The key person information is displayed and the children's individual learning journey files are accessible on a daily basis for parents. Parents are actively encouraged to add their own contributions which mean they are appropriately involved in children's learning. Daily contact enables them to share information so staff keep updated on any changes and notice boards provide additional information for parents. However, the nursery has not obtained written permission from parents to administer a particular named, non-prescribed medicine. This is a breach of a requirement on both registers and compromises children's safety. Parents identify their satisfaction with the nursery through annual questionnaires. Parents spoken to comment on how supportive and friendly the staff are and how their children enjoy coming. The partnership with the schools children move on to is well established and information is shared. For example, reception class teachers are invited to visit children in the nursery and talk to the key person about the children's progress. This supports the children to be prepared to move on to school with confidence.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep a record of a parent/guardian/carer's consent for any medicine administered to any child who is cared for on the premises (compulsory part of the Childcare Register)
- keep a record of a parent/guardian/carer's consent for any medicine administered to any child who is cared for on the premises (voluntary part of the Childcare Register).

## 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>	322395
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	945930
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	53
<b>Name of provider</b>	Margaret Walters
<b>Date of previous inspection</b>	11/06/2009
<b>Telephone number</b>	0151 548 1068 or 07984 214503

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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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