

Treetops Nursery

Doyle Gardens, LONDON, NW10 3SQ

Inspection date	03/12/2013
Previous inspection date	19/03/2013

The quality and standards of the early years provision	This inspection:	
	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		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

- Staff working with the youngest children use their emerging interests well to support children's learning and development.
- Staff support children's personal, social and emotional development well, which helps all children to form secure attachments to their key person and staff.
- Staff have a good knowledge of The Early Years Foundation Stage. Consequently, children make good progress in relation to their starting points.
- Partnerships with external professionals work well to support children with special educational needs and/or disabilities.

It is not yet good because

- Lapses in security procedures means that sometimes unchecked visitors are able to gain entry into the nursery premises.
- Although staff help children's moves to school, opportunities for children to learn what school will be like are limited.

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 the children playing indoors and outside.
- The inspector spoke to staff, children, parents and the manager.
- The inspector sampled risk assessments and safeguarding policies and procedures.
- The inspector checked evidence of staff's qualifications and suitability to be working with children.
- The inspector conducted a joint observation with the manager.

Inspector

Sue Mann

Full report

Information about the setting

Treetops Nursery registered in 2012. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from separate premises within Treetops Children's Centre in Willesden, in the London Borough of Brent. There are two outdoor play areas.

The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 92 children on roll in the early years age range. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years-old. The nursery currently employs 16 staff, of these 10 hold appropriate childcare qualifications. The manager holds an appropriate early years qualification at level 5. The nursery offers support to children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- ensure that all reasonable steps are taken to prevent unauthorised persons entering the premises and that procedures are in place to check the identity of all visitors.

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

- further develop ways to assist children to prepare for their move to school.

Inspection judgements

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

Children enjoy their learning as staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff use children's interest to plan relevant and stimulating activities and experiences for the children. In addition, staff respond quickly to children's emerging interest during the day. For example, some children show an interest in playing with dolls. However, there are not enough for them all to have a doll, so a member of staff goes and gets some more dolls from another room. This enables all the children to have a doll each and they set about being 'mummies' to their 'babies'. Staff join in sensitively with the play, encouraging the children through good use of questioning techniques to think about what the 'babies' need and how to look after them. This supportive approach helps to extend children's learning and

development through making connections between what they have seen their parents do at home and their imaginative play.

Staff regularly observe the children playing, which enables them to identify children's current stages of learning and development. This information, along with children's starting points enables staff to monitor children's progress in relation to their starting points. Staff use this information to plan appropriate and relevant learning opportunities for all children. Secure monitoring systems are in place to ensure that staff check children's progress between the ages of two and three. This enables staff to identify any children who need additional support and put in place appropriate support systems. Consequently, all children are able to make consistent progress in relation to their starting points.

Staff work well to support children's communication and language development. For example, staff working with the youngest children notice that children are listening to the bird song. They encourage the children to look into the trees to see if they can see the birds. The children gather along the side of the play area, looking eagerly into the trees to see if they can see the birds. Staff talk to the children about the birds singing, encouraging them to listen and look. Staff extend this by talking to the children about the leaves falling off the trees and the changes in the weather. This helps the children to learn about the world around them. Staff working with the older children use sound questioning techniques to support children's mathematical development. They encourage the children to think about the different sizes and colours of the beads they are threading. Children reply to staff using mathematical language such as 'smaller' and 'larger'. Staff allow children time to think through their answers, which enables them to develop sound problem solving skills.

Children enjoy listening to stories, which staff read to them. Staff make the stories exciting using different vocal tones, which excites and enthrals the children. They listen intently, answering the questions about the story, which staff ask them. This helps children to develop a love of books and listening to stories. Staff support children who learn English as an additional language well. They have spent time placing signs and pictures around the nursery, which means that children can identify relevant areas of the nursery while they develop their understanding of spoken English.

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

Children have sound relationships with their key person's, as staff support children's personal, social and emotional development appropriately. Time spent at the beginning of each new care arrangement ensures that staff are able to find out information about children's likes, dislikes and current stages of learning and development. This enables the staff to plan relevant activities, which children will find familiar and enjoy. Staff use the settling-in time to form sound relationships with children and their parents. Staff use a 'buddy' system, which means that children have familiar adults to turn to should their key person not be in the nursery. Consequently, children are able to confidently separate from their parents and are ready to learn through play. Children arriving at the nursery eagerly

greet their friends and staff before going off to find something to play with. The youngest children enjoy warm, loving and consistent care from the staff. They snuggle in for cuddles when they feel uncertain or need reassurance. This enables children to feel settled and enjoy their time at the nursery.

Staff ensure that children are able to develop a sound understanding of the importance of leading healthy lifestyles through regular outdoor play and healthy, balanced diets. The nursery employs a cook, who prepares children's meals from fresh ingredients daily. This ensures that meals and snacks are suitable to meet the individual needs of the children who attend. Staff have systems in place to identify children's individual dietary needs. For example, all children have placemats, which inform staff of what children can and cannot eat. In addition, plates and cups are colour coded to reflect children's differing dietary requirements. For example, children who are vegetarian have different colour plates to children who are allergic to certain foods. These measures help staff to ensure that children are only given food they are able to safely eat. However, these systems are reliant on staff's vigilance. Following a recent incident, the manager has put in place additional measures to ensure that all staff follow the system. For example, staff sit children down with their individual mats in front of them, which means that staff check each child's mat prior to giving them their food.

Children enjoy playing outside in the garden areas. The youngest children have their own outdoor play area, which offers children a wide range of learning opportunities to support their learning and development. The older children have large play equipment to enable them to develop their physical and co-ordination skills. They enjoy learning about how to grow fruit and vegetables, which supports their understanding of the world.

Children behave well in the nursery, as staff consistently use positive behaviour management. They support children to learn to manage their own behaviour by reinforcing positive behaviour and using gentle reminders to alert children when they forget the nursery's rules. This means that children are considerate of others and learn to share and take turns appropriately. Staff ensure that they model the use of polite manners when talking to the children and each other. Consequently, children say please and thank you freely when interacting with each other and the staff.

The staff have links with the local primary schools, but due to time constraints for teachers, find it hard to arrange visits for teachers to come and meet the new children in the nursery. The staff provide some experiences for children to begin to learn what going to school will be like, for example, through role-play and discussions. However, children are unable to see what their new schools are like, as there are no visual aids to support children's understanding in this area.

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

This inspection was brought forward following concerns raised about the security of the nursery. The inspection found that the gate security is not tight enough, as unknown

adults are let into the premises unchecked. The manager has systems in place to ensure that visitors to the nursery are checked via the close circuit television systems, which the nursery have installed. This means that staff are able to check who is at the gate and let visitors in. However, some parents leaving the nursery allow unchecked adults onto the premises. This means that children's safety is not always assured.

Overall, the manager has a suitable understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She regularly covers safeguarding policies and procedures with the staff during staff meetings. This means that all staff are secure in their safeguarding knowledge and know the procedures to follow should they have any concerns about a child in their care. Staff show a secure understanding of whistle blowing procedures, which means that staff are able to confidently raise any concerns about other staff's practices or interactions with children. Staff have regular supervisions and appraisals, which provides opportunities for staff to discuss any personal or professional concerns. The manager actively encourages staff to attend additional training courses to further their professional development. This helps to ensure that staff feel valued and enjoy their work.

The manager has robust and rigorous recruitment procedures in place. This works well to ensure that all staff complete the necessary checks to ensure their suitability to be working with children. The manager ensures staff's suitability through offering trial sessions, which means that she is able to observe new staff's skills and knowledge of interacting with children prior to offering them jobs in the nursery. An extensive induction period also works to support new staff to understand their roles and responsibilities. Consequently, staff have sound understandings of their individual roles and of the nursery's policies and procedures.

The manager monitors the staff's observations, assessment and planning regularly. This ensures that educational programmes for all children are suitable to meet the needs of the children who attend. She checks the children's learning journals to see that staff are correctly identifying children's current stages of learning and development. These regular checks ensures that staff are planning appropriate next steps to enable children to be ready for the next stage of their learning or the move to school. Consequently, children are making suitable progress in relation to the early learning goals.

The manager uses reflective practice well to identify the nursery's strengths and weaknesses. She seeks the views of the staff and parents, and listens to the children's opinions to identify areas of weakness. For example, the outdoor play area has been further developed and staff have created opportunities for children to enjoy caring for and growing plants. This helps to provide children with a wide range of activities and experiences, which supports their learning and development.

The manager and staff use external professionals well to identify and support children with special educational needs and/or disabilities. External professionals, such as speech and language therapists visit the nursery to observe children in their familiar surroundings. They meet with the parents and chat with key person's, which enables staff to put in place individual learning plans to enable children to make consistent progress in relation to their

starting points. Consequently, children leave the nursery ready for their move to school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (compulsory 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

Unique reference number	EY452032
Local authority	Brent
Inspection number	939629
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	97
Name of provider	SAI Children Centre Ltd
Date of previous inspection	19/03/2013
Telephone number	0208 9631259

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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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