

Treetops Day Nursery

Unit 5, Centenary Business Park, Station Road, HENLEY-ON-THAMES, Oxfordshire, RG9 1DS

Inspection date

01/05/2014

Previous inspection date

10/11/2010

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

- Children have warm bonds with staff who care for them and with other children attending the nursery. As a result, they are happy, settled and content.
- Staff know the children well through home visits and information gathered from parents. They regularly assess and plan for children's individual learning and as a result, children make good progress in relation to their starting points.
- Children benefit from a broad range of activities and experiences that span all areas of learning. They engage in activities well and have fun.
- Children receive clear and consistent messages from staff, as a result, they learn to manage their own behaviour and play together well.

It is not yet outstanding because

- Some staff do not always make the most of opportunities to extend children's learning through activities that children are already doing and enjoying.

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 children in their play and in their interactions with staff.
- The inspector took part in two joint observations with the manager.
- The inspector spoke with children, staff and parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector read and took into account questionnaire responses from parents and the nursery's self-evaluation form.

Inspector

Aileen Finan

Full report

Information about the setting

Treetops Day Nursery opened in 1996 and re-registered in 2008 at their new premises in Henley, Oxfordshire. The nursery is open every weekday from 7.45am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The indoor age group rooms are set over two floors and there is a fully enclosed outdoor play area for the children to use. There are currently 92 children on roll, all in the early years age range.. The nursery serves children mainly in the local community. The setting receives funding for the provision of free education for children aged three and four years old. The nursery support children with special educational needs and/or disabilities, and who speak English as an additional language. The setting employs 17 staff, of whom 13 hold recognised qualifications in childcare.

What the setting needs to do to improve further

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

- maximise opportunities to extend children's learning further through strengthening the good systems of staff reflection, peer support and mentoring .

Inspection judgements

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

Children benefit from a wide variety of toys, resources and activities that span all seven areas of learning. They engage well and are eager to join in. Staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. Overall, they are confident in their teaching and interaction skills. Although, occasionally some staff miss opportunities to adapt the activities children are enjoying to extend further the learning already in place. For example, during a threading activity using letters, colours and numbers, staff do not focus on the sounds that children had been learning in an earlier phonics activity. At other times, however, staff are proactive in making the most of what is happening at a specific time. For example, as torrential rain hits the roof of the nursery and children listen to the sounds it makes, staff adapt a music and movement activity. They introduce songs about rain and place discs on the floor, and children enjoy jumping in the 'puddles'.

Staff support children's social, communication and language skills well. Older children are confident to talk to staff about their recent visit to the food bank. They draw pictures to recall their understanding and staff support the children well to label the pictures. Toddlers listen attentively and engage well as staff read 'We're going on a bear hunt'. They eagerly join in with the familiar phrases and actions. Children help staff to set up the

table for snack and work out how many plates and cups they need for the group sitting at the table. Toddlers show a good level of curiosity as they investigate the different smells of fragrant pasta and rice in the sensory area. They learn about quantities and measurement from an early age. For example, as staff talk about the 'big' and 'little' spoons' and use terms such as 'fill it half-way'. This effectively promotes their mathematical skills. Staff react positively to children's own ideas during their pretend play. For example, children set out chairs to form the seats on a train for a train journey. Staff help them to make tickets for the journey and add to the role play by discussing where they are going. This effectively helps to promote children's imagination.

Staff share children's progress regularly with parents through regular discussions and verbal feedback at the end of the day. Whiteboards display current topics including phonic sounds and shape of the month. There are a variety of displays around the nursery that help parents to understand how they can extend children's learning at home, particularly in relation to communication and language. For example, staff display examples of children's emerging handwriting, and awareness of written letters and word. Staff carefully observe what children can do, and use this information to assess each child's stage of development. They use these assessments to identify the next steps in children's learning and plan appropriate activities using their knowledge and understanding of the children. Consequently, all children benefit from a broad range of learning opportunities based on their individual needs. Overall, throughout the nursery, children have fun. They are developing well in line with typical expectations and show readiness for the next stage of their learning.

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

Children are engaged in their play and demonstrate that they understand the routines of the day and staff expectations. As a result, they behave very well. Children have warm relationships with the staff who care for them and show that they feel safe, content and emotionally secure. They are very happy at nursery and enjoy a broad range of play resources, that are in good condition and easily accessible. These toys and activities promote children's learning in all seven areas.

Staff give babies warm cuddles as they awake from their naps and interact with them as they play on the floor. Staff use both verbal and non-verbal communication effectively and therefore babies are content to allow staff to interact closely. They laugh and gurgle as staff tickle them or sing songs as they play. Babies watch curiously as staff role model actions to songs and some babies happily join in. They clap when the songs are finished which demonstrates that they are having fun. Babies have lots of space to move, crawl and learn to walk. They are able to access toys easily that support their grasping and holding, sensory awareness, social skills and early communication.

Children have regular access to the outdoors and this promotes their health through receiving plenty of fresh air and exercise. Children thoroughly enjoy the 'jungle gym' where they play on soft-play equipment, nets, slides and climbing apparatus. This

effectively supports their physical well-being. Staff teach children about the importance of drinking water as they play physically or outdoors. This promotes children's awareness of the effects of water on their body and overall well-being.

The nursery provides nutritious, healthy and balanced snacks and meals for the children. These are freshly prepared and cooked on site. Staff adhere to children's dietary needs, allergies and preferences. Children enjoy a meal of stir fry with rice and staff make timely interventions to help children understand and talk about the different types of vegetables in their meal. This leads to conversations about the different food types children and their families grow at home. As a result children develop an awareness of how food is produced and where it comes from. Lunchtimes are sociable occasions and children enjoy their meal, opting for second helpings if they wish.

Staff complete nappy changes appropriately and older or more independent children are aware of their own self-care and toileting needs. Children understand the importance of washing their hands prior to eating or when coming in from outdoor play. Staff offer timely reminders to promote children's awareness of safety, for example by giving reminders to older children about walking carefully up or down the stairs. Overall, children are developing securely in their physical and social skills, and demonstrate readiness for the next stage of their learning.

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

The leadership and management of the nursery are effective. There are robust procedures for recruitment, induction, supervision and training. This means that the staff working with adults are suitable to do so. Staff are deployed well throughout the day, and ratios of staff to children are maintained appropriately, which supports the way in which children are supervised and kept safe. The manager mentors new staff and oversees how staff interact with children, plan activities and assess children's achievements. Overall, she has a good understanding of how children learn, and the skills staff use in their teaching and day-to-day practice. However, at times, some staff are less confident than others in adapting some elements of their practice. For example, in changing the way activities progress to extend further children's learning. Nevertheless, the manager is aware of this and is implementing a programme of reflection and peer observations to further promote the effective practice within the nursery.

Staff demonstrate a strong understanding of the safeguarding and welfare requirements for the Statutory framework of the Early Years Foundation Stage. All staff complete safeguarding training as part of their induction. They are aware of the procedures to follow should they have a concern about a child in their care. This helps to promote children's welfare. The nursery has robust policies and procedures in place, which staff implement appropriately. The nursery share these with parents who therefore understand the procedures that support children's health and well-being. Staff review risk assessments on a regular basis and they complete daily visual checks on the indoor and outdoor learning environment. This effectively promotes children's safety.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. The manager or her deputy along with key persons conducts home visits prior to children starting. Staff also meet with parents and children are offered settling in visits to support their entry into nursery. Staff therefore have a thorough understanding of individual children's starting points, background and interests and can therefore plan for them well. Consequently, overall, children are making good progress in relation to their starting points.

Partnerships with main feeder schools in the area are established well. Teachers visit the nursery to meet the children prior to children moving on to school. This helps children to recognise familiar faces when they do so. Relationships with parents are positive. Parents spoken to comment positively that staff are friendly, supportive and offer informative feedback about their children's progress and well-being. They add that their children are happy to attend and settle well. There are regular opportunities for parents to speak with key persons and attend formal parent meetings. The management team accurately identify their strengths. They have been proactive in evaluating their priorities for the future. These include renovations to the nursery indoors and obtaining additional resources for outdoor learning. Staff have also been proactive in assessing children's progress as a whole and extending training and resources to promote learning and close minor gaps in children's attainment. Other plans for the future include introducing a parents' forum so that parents can make a more active contribution to the nursery provision and children's development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary 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	EY379577
Local authority	Oxfordshire
Inspection number	913263
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	92
Name of provider	Countryside Nurseries LLP Partnership
Date of previous inspection	10/11/2010
Telephone number	01491 413336

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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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