

Treetops Children's Centre

Dursley C of E Primary School, School Road, DURSLEY, Gloucestershire, GL11 4NZ

Inspection date

Previous inspection date

16/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Staff provide a very calm, purposeful atmosphere. As a result, children enjoy their learning and make excellent progress in relation to their starting points and capabilities.
- There are rich, varied resources and challenging activities that are highly relevant to children's learning and development needs.
- Rigorous monitoring of assessments enables staff to have an excellent knowledge of each child's achievements, learning styles and interests.
- Where children have additional needs, staff make all possible efforts to close the gaps in learning.
- Children benefit significantly from exemplary and continually developing partnerships with parents and other professionals.
- The leadership and management are inspirational and the sharing of best practice is effective in providing continuous support to children, families and staff.

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 each of the play rooms and the outside areas.
- The inspector had discussions with the manager and curriculum teacher and talked with staff.
- The inspector undertook a joint observation with the manager of circle time in the two-year-old children's room.
- The inspector sampled a range of documentation, including the self-evaluation form and development plan, children's records, planning, safeguarding procedures, policies and evidence of staff qualifications.
- The inspector took into account the views of parents gained through discussion and email.

Inspector
Angela Cole

Full report

Information about the setting

Treetops Children's Centre opened in 2006 and re-registered in 2013 to be managed by the trustees of Hill Valley and Vale Children's Centres. The childcare is located in the grounds of Dursley Church of England Primary Academy, Dursley in Gloucestershire. The setting operates from purpose-built premises with four main play rooms. There are enclosed areas for outdoor play. The setting runs sessions for children with special educational needs/disabilities in a classroom and outdoor area at the school. It opens each weekday from 7.30am to 6pm throughout the year. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are 115 children from six months to under five years on roll. The setting receives funding for the provision of free early education for children aged two, three and four years. Children attend for a variety of sessions including full-time day care and funded sessions. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 25 members of staff to work with children, 22 of whom hold a childcare qualification. Of these, three staff are working towards a further qualification. There are three members of staff with degree qualifications and two have early years professional status or qualified teaching status. Links are in place with the school and children's centre on site.

What the setting needs to do to improve further

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

- enhance younger children's early literacy skills by supporting them to recognise their names in everyday routines and activities.

Inspection judgements

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

The setting consistently achieves very high standards across every aspect of its work through providing exceptional educational programmes for all children. Staff rigorously research children's starting points and closely monitor their progress at measured intervals. They use this knowledge to secure timely interventions and support, based on a comprehensive knowledge of each child and their background. The management and staff teams show dedication and a strong commitment to making sure all children experience and enjoy highly stimulating and challenging activities.

Key carers have a thorough knowledge of children's interests and capabilities. They are very skilled at planning and adapting activities to suit children's individual stages of development and needs. This approach enables children to become as engaged as possible in their learning. Daily evaluation of planning of activities suggested by adults and

those chosen by children helps to support the staff's knowledge of changes in children's next steps in learning. The regular monitoring of up-to-date assessment helps to ensure each child makes very good progress across all the learning areas. The summaries of children's learning and their learning journals are always readily available to parents so children benefit from family involvement. Key carers are highly efficient in creating individual play plans for children requiring additional support. This is particularly so in the Treehouse unit for children who benefit from small group sessions. These children make excellent progress through support from a speech and language therapist and other professionals, including the experienced special educational needs and/or disabilities coordinator.

Staff support children to learn exceptionally well as children have outstanding opportunities to explore, try out new things and build on skills they already have. For example, staff encourage babies' physical and communication skills as they are absorbed in feeling different materials, and sitting and splashing in water. Older children choose to cooperate and decide on the resources they need to act out familiar scenes with 'babies' and 'medical' equipment. Staff display an excellent understanding and sensitivity in their guidance and interaction with children. They encourage children consistently to express their ideas and explore thoughts that are important to them so that children are interested and keen to learn. Staff play with children and support their personal, social and emotional development very effectively through teaching them to be sociable. For example, two-year-old children take turns willingly to choose an item from the 'song' bag, name the song and join together enthusiastically in the appropriate words and actions. Staff enable pre-school children to work together on projects and to review what they have achieved. During exciting 'muddy Monday' sessions in the 'forest' area, they agree to search for hidden treasure and discuss the items found.

Throughout the setting, approaches to teaching children to communicate, use language and to develop early reading and writing skills are, overall, having an excellent impact on children's learning. For example, staff scribe children's words and name items around the playrooms and pre-school children self-register in the room and their key groups. Although younger children see their names, including on coat hooks, staff do not always reinforce this learning in other routines. For example by naming mealtime places. The 'Every child a talker' and 'Bristol speech and communication' programmes very effectively help children progress and for staff to close gaps in learning. Through the skilful input of staff, individual children become highly involved and concentrate on activities extremely well. Staff observe and question what children are doing, for example as they build models and complete puzzles. These opportunities show that adults use size, numbers and colour to promote children's understanding of measuring and counting in practical, engaging ways. It is very clear that all children thoroughly enjoy and benefit from the teaching at the setting. Staff enable children to thrive in a supportive and challenging learning environment. They use their expertise to ensure that children are as ready as possible for school.

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

All staff are highly skilled and perceptive in helping children gain physical well-being and form secure attachments. Staff show sensitivity and use a consistent approach involving parents and carers to help children settle quickly and choose their initial activity. Staff demonstrate a very good understanding and skill in making sure children feel safe. They offer guidance and provide excellent support to children as they play, helping them to learn successfully. The key-group system is very effective in promoting children's feelings of safety to build on the trust they clearly have for the adults who care for them. All key carers work very closely with parents. This approach results in very efficient sharing of information to support children's emotional development.

Staff provide a wealth of high quality resources and play materials that cover the areas of learning fully. They display these attractively at a low level which stimulates children to make their own choices about play things. Based on children's previous interests and preferences, staff offer exciting combinations of equipment to attract and challenge children. For example, children use dried pasta in 'home' areas, mix sand and water to 'cement' bricks together and persevere to plant and water gardening plots. Staff support children's growing understanding of how to keep themselves safe and healthy very effectively. Babies and older children choose whether to play indoors or outdoors in the fresh air for considerable periods of the day. Adults provide excellent opportunities for children to manage challenges and risks relative to their ages and stages of understanding. For example, babies learn to climb on and off a wide variety of equipment; while older children climb low trees. From a young age, children learn to prepare materials for their chosen activities, such as painting. As a result, they use a very wide range of tools safely, including brushes, scissors and cutlery. Children always make healthy choices about what they eat and drink and learn to decide when they need food. Staff enable children to discuss foods that are best for them so that they learn, for example that milk helps their teeth and bones to be strong.

Staff provide a very strong base for children's developing independence and exploration. Children move freely around the play areas, revisiting activities as they wish and being fully motivated to use resources as they choose. They learn to tidy their equipment after use. Children have excellent opportunities to develop confidence and a sense of responsibility. They take care whenever younger children are in the same area and help to look after them, including at breakfast time. They respond enthusiastically to expectations that they will do things for themselves, such as setting meal tables. Children capably and competently manage their personal hygiene. Staff supervise children's hygiene practice consistently, teaching songs about the reasons for washing hands. Children calmly and efficiently dress in outdoor clothing. Staff take much thought and care over moves between rooms and to school. As a result, children settle as smoothly as possible into the next stage, with excellent support from their key workers and other professionals.

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

The manager has extensive experience in all aspects of childcare. She and her staff demonstrate an excellent understanding of their responsibilities in meeting the learning

and development requirements of the Early Years Foundation Stage. Their acute focus on the educational programme and its monitoring for individual children is exemplary. As a result, they continuously review the very detailed planning and assessment to be fully consistent in meeting children's learning needs. Key carers have an excellent awareness of what each child needs to learn next. Staff have abundant knowledge and in-depth experience of working with others to support children's widely ranging abilities. This means they provide particularly focused support to enhance children's skills, including the communication of those learning English as an additional language.

The manager and her staff fulfil their responsibilities exceptionally well in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. They implement these consistently and imaginatively to create environments inside and outside that are welcoming, safe and stimulating. The management uses rigorous employment and induction procedures to check the adults' suitability to work with children. Through regular training and experience, all staff demonstrate excellent knowledge of child protection procedures, including of how to respond if they have a concern about a child. Staff supervise children closely at all times, ensuring that children feel free to develop their own play. They risk assess the premises and venues for outings very carefully so that hazards are minimised for children. The manager has a secure knowledge about how many children the setting can care for and is entirely clear about when to notify Ofsted and other authorities. She revises the comprehensively detailed policies and procedures continuously to support children's well-being.

The management uses highly effective systems for self-evaluation to inform the setting's priorities and set challenging targets for improvement. Staff frequently contribute their thoughts and regard children's expressed views and preferences meticulously. The management values and acts upon views of parents expressed through in-depth conversation and searching questionnaires. Systems for staff professional development are very effective, including focused in-service training based on evaluation of the impact of staff's practice. The management has abundant plans for continuous development. These include refurbishing outdoor provision and extending contact to all shared providers. Management also intends to make further use of data to challenge the whole range of children's abilities and enhance the early support for their learning.

Staff have exceptional knowledge and understanding of the importance of partnership working. The accessing of every available type of additional support for children with special educational needs and/or disabilities and their families is a high priority. The community family workers based on site and a speech therapist who visits frequently, work with and reassure parents. Key carers make secure links with many other early years providers to discuss any concerns and exchange summaries of children's learning. The manager and her staff foster highly effective relationships with parents and carers. They strive to promote full sharing of information about children's care and learning in the setting and at home. They fully value the views of families and always consult them over planning for their children. As a result, staff plan extensively so that children receive the motivating support they need. Parents and carers are very appreciative of the provision for their children. They say the staff 'genuinely care' and 'really engage with the children'. They fully commend the setting where staff give children 'the support and encouragement to explore the new environments, build relationships with their carers and peers, and have

lots and lots of fun'.

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	EY463716
Local authority	Gloucestershire
Inspection number	948098
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	90
Number of children on roll	115
Name of provider	Hill Valley and Vale Children's Centre
Date of previous inspection	not applicable
Telephone number	01453 543712

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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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