

# Treetop Nursery

396-398 Dunstable Road, LUTON, Bedfordshire, LU4 8JT

<b>Inspection date</b>	09/06/2014
Previous inspection date	13/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

## The quality and standards of the early years provision

### This provision is inadequate

- The provider has failed to inform Ofsted of the appointment of a new nominated person. This demonstrates minimal understanding of roles and responsibilities in relation to meeting requirements. Consequently, they are not adequately promoting and monitoring children's welfare and development.
- The planning does not allow children time to explore, develop their play and persevere. Therefore, they are not supported in developing the skills to learn effectively.
- Progress checks for children between the ages of two and three years have not been completed. As a result, practitioners do not have a full picture of children's development that can be shared with parents, used to help plan children's next steps and highlight any additional interventions needed.
- Poor teaching methods mean that too many activities are led by practitioners. As a result, children are not able to develop their own ideas and start to solve problems.
- Daily routines are not always used to promote children's independence to the optimum. Similarly, the outdoor area is not routinely used as well as it could be to encourage children to explore the natural world.

### It has the following strengths

- Practitioners are caring and take time to get to know each child. As a result, children are secure and develop warm relationships with practitioners.
- Practitioners maintain appropriate relationships with parents. This supports the

exchange of information and helps to ensure that children's care is consistent.

## 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 all rooms and the outside area.  
The inspector held meetings with the interim deputy manager of the provision and a representative of the trustees, and carried out a joint observation with the interim deputy manager.
- The inspector looked at children's assessment records and planning documentation. She checked evidence of the suitability and qualifications of the practitioners working with the children, the provider's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kelly Eyre

## **Full report**

### **Information about the setting**

Treetop Nursery was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated on the ground floor of a dedicated building in Luton, Bedfordshire. It is managed by the Rabia Educational Trust. The nursery serves the local and neighbouring areas and is accessible to all children. It operates from five main rooms and there is an enclosed area available for outdoor play. There are currently six staff working directly with the children; all of whom hold appropriate early years qualifications at level 3. The nursery follows an Islamic ethos. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 4pm and children attend for a variety of sessions. There are currently 65 children attending who are in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. The nursery receives support from the local authority.

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

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

- ensure that the process for informing Ofsted of the new nominated person is completed in a timely manner; ensure that the nominated person has an appropriate understanding of their responsibilities and of the requirements of the Early Years Foundation Stage so that they can support and monitor the setting
- review the daily routine to ensure that this reflects the different ways in which children learn and offers them relevant opportunities, for example, consider the characteristics of learning and make sure that children have time to investigate, concentrate, persevere and develop their own ideas and strategies
- carry out a review of the progress of each child aged between two and three years and ensure that this is shared with parents and includes a written summary of children's development in the prime areas
- develop practitioners' understanding so that they are better able to balance the adult-led and child-initiated activities and ensure that children have time to develop their own thoughts and ideas, start to solve problems and relate to others.

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

- build on the opportunities for children to develop their independence, for example, at snack time
- extend the access to resources in the outdoor area so that children are able to explore the natural world.

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

Practitioners have a poor understanding of the Early Years Foundation Stage. Their teaching techniques are weak and children do not make appropriate progress in their learning and development. Practitioners are, however, very caring. They take time to ensure that children are happy and included. Practitioners work with parents to obtain initial information about children. They then use this information to assess children's starting points. Practitioners make written observations of children as they play. They reference these observations to the areas of learning and use them to help develop children's next steps. These are then fed into the weekly planning. However, this planning

is very rigid and practitioners' lack of understanding means they are not able to adapt the planning. Therefore, children move in groups from one activity or play area to the next. They do not have time to explore further, establish their play, reinforce their knowledge or persevere at tasks. This means they are not supported in developing the skills that enable them to learn effectively and they are not prepared for school. For example, children in the role-play room are engrossed in their play when a practitioner announces it is time to tidy up and go outside. At this point, children are helped to tidy away all the resources and move on. This process is then repeated in the next area. Parents are offered suitable opportunities to share updates about their children. For example, some parents complete the setting's diary, explaining what their children have been doing at the weekend and any special events in their lives. Parents are also adequately supported in extending their child's learning. For example, practitioners send home books that contain ideas for activities that parents can do with their children.

Practitioners do not have a secure understanding of how to promote children's learning. Their kindness means that they frequently do things for the children, rather than encouraging them to try for themselves. Many of the activities are also directed by practitioners. As a result, children are not able to develop their own ideas and thoughts and start to solve problems. For example, during a sticking activity, a piece of paper and scissors are placed on the table for each child, with some craft resources in the middle of the table. When children pick up large pieces of fabric, a practitioner takes these from them, cuts them in half and gives them back to the children to stick on the paper. Similarly, when children talk about snow, a practitioner suggests drawing a picture of a snowman and does this for the children, telling them how to draw each part. However, there is some appropriate interaction from practitioners and this helps children to enjoy their play. For example, children playing musical instruments are encouraged to sit in a circle and sing together. The practitioner helps them to choose a song and they attempt to play the instruments in time to this. Practitioners' lack of understanding also means that they have not carried out appropriate progress checks for children between the ages of two and three years. This is a legal requirement. As a result, practitioners do not have a complete overview of children's development that they can share with parents. They are also less effective in planning children's next steps and highlighting any areas where additional help is required.

Staff are kind and sensitive in their interactions with the children, helping them to feel settled and encouraging their communication. For example, a practitioner helps young children to use a large rocker. She sings to them as they rock and encourages them to join in. She then engages them in discussions about going to the park and they talk about their favourite equipment. Children who speak English as an additional language are suitably supported so that they make acceptable progress in learning English. Practitioners respect children's home languages and use these in some of their daily communications with them. They also use simple English words, gestures and picture prompts to help develop children's English vocabulary. Children are offered a suitable range of opportunities that promote their physical development. For example, they enjoy using large play equipment and participating in music and movement sessions. Generally appropriate planning at group times means that children enjoy these times and they are starting to be used to help promote children's development. For example, children enjoy a favourite story and the practitioner maintains their attention by encouraging them to join

in and remember the words. Children are offered appropriate activities that help them appreciate diversity in the world around them. For example, they work with a practitioner to create a simple display depicting clothing from other countries. They go on to talk about the different types of clothing and the climates and traditions of each country.

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

Practitioners make appropriate use of the key-person system to support their partnership working with parents. This aids them in obtaining a suitable understanding of each child and their needs. As a result, children are secure and develop warm relationships with practitioners. For example, they often go to practitioners to share their news about recent events at home. Children's confidence and self-esteem are promoted as practitioners offer them relevant praise for their efforts and achievements. This helps children to feel positive about their play. However, teaching techniques are poor and children are not encouraged to develop their skills, for example, in exploring, persevering with tasks and becoming independent. This means that they are not fully emotionally prepared for the move to school.

New children are appropriately supported in settling because practitioners work with parents to find out about their preferences and abilities. They then consider these when planning daily routines. For example, practitioners make sure they support new children at lunchtime so that they understand how to unwrap the food in their lunch boxes and use any necessary cutlery. Children's transitions within the setting are also appropriately managed so that their move to the next group does not upset them. For example, practitioners consult parents about their child's readiness to move on and then take children for short visits to their new group. This allows the children to become familiar with the practitioners, the base room and other children. Consideration has been given to making sure that the indoor areas are well equipped, with a variety of resources. For example, children using the sensory room play a range of different musical instruments. However, the outdoor area is not as well resourced. For example, there is a digging area and posters depicting mini-beasts, but there are no resources, such as spades or magnifying glasses, to support children's play in these areas. Therefore, their understanding of the natural world is not fully promoted and their learning is not extended.

Children gain a clear understanding of how to manage their behaviour as practitioners offer them explanations. They also encourage children to share, take turns and to be considerate towards others. Children are generally supported in developing their self-care skills. For example, they are encouraged to try pouring their own drinks. However, their independence is not fully promoted. For example, at snack time practitioners prepare the snacks and place these on children's plates, then clear away the cups and plates when the children have finished. Children are offered adequate opportunities to learn about healthy lifestyles. For example, their understanding of healthy eating is promoted as they discuss this at snack time, talking about how the milk helps their bones to develop. Discussions and specific activities help children to understand the effects of exercise. For example, before engaging in music and movement sessions or physical play, they talk about the importance of stretching and warming up. Children are suitably supported in

understanding safety issues. For example, they learn how to use scissors and cutlery safely and effectively.

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

This inspection was brought forward due to concerns relating to the safeguarding and welfare requirements and the need for the provider to inform Ofsted of any changes to the manager and the nominated person. The setting has failed to meet a requirement of the Early Years Foundation Stage as they did not inform Ofsted of the appointment of a new nominated person within 14 days. They also demonstrate minimal understanding of this role. This means that they are not adequately promoting and monitoring children's welfare and development. The need to inform Ofsted of changes to the nominated person is also a requirement of the Childcare Register. There are appropriate procedures in place for recruiting new practitioners and these have been used in order to recruit a new manager. There are also clear procedures to help ensure that the setting is managed appropriately during any interim periods when a manager is not present. For example, the deputy manager is appropriately qualified and experienced and acts as manager. The setting also seeks support from their local authority Early Years Development Officer to ensure they are following the correct procedures during such times. The setting is not fully meeting the learning and development requirements as poor teaching techniques are used and children's learning and development are not adequately promoted. The setting has been given a notice to improve in relation to these issues. Safeguarding arrangements are sound and include a clear written procedure that is reviewed regularly. All practitioners have attended relevant training. They demonstrate a clear understanding of the process to follow should they have any concerns about children's welfare. Robust procedures ensure that all practitioners are suitable to work with children. Appropriate risk assessments ensure that hazards are minimised or removed so that children's safety is consistently promoted. Their safety is further promoted as correct staffing ratios are maintained and practitioners are appropriately deployed so that children are always directly supervised.

The deputy manager works with practitioners to evaluate the work of the setting. Although this evaluation does not sufficiently identify all weaknesses, it enables them to plan some improvements to the provision for children. For example, recent changes include the provision of additional equipment to offer children more play opportunities in the outdoor area. There are appropriate procedures for the ongoing supervision of practitioners. They are supported in attending training and gaining higher childcare qualifications and this has a positive impact on children. For example, after attending specific training relating to supporting boys' play, practitioners altered the presentation of activities. These are now more appealing and encourage children to participate. Practitioners work together to develop their understanding of the Early Years Foundation Stage. For example, they review the setting's policies and procedures. However, the lack of leadership has meant that some of the requirements are not met. Practitioners' ongoing monitoring of their key children supports them in identifying any areas where children require further help.

Practitioners have experience of working with other professionals and are aware of the

help available. This supports them in seeking any further help required by children and their families. There are appropriate procedures for sharing information with other providers caring for the children. For example, the setting meets with children's key persons from other settings in order to exchange assessment information and ensure that children's care is consistent. Practitioners work in partnership with parents and keep them adequately informed of their child's progress and activities. For example, they talk regularly with parents and offer them opportunities to meet with their child's key person to discuss children's progress.

### **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 Ofsted is informed of changes to the nominated person of the childcare provision (compulsory 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>	EY414131
<b>Local authority</b>	Luton
<b>Inspection number</b>	977222
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Rabia Educational Trust
<b>Date of previous inspection</b>	13/06/2011
<b>Telephone number</b>	01582563425

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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