

TreeTops Private Day Nursery

4 Marlborough Road, Colmworth Business Park,, Eaton Socon, St. Neots, Cambridgeshire, PE19 8YP

Inspection date	25/07/2014
Previous inspection date	07/03/2013

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		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 take part in a wide range of activities that are linked to their interests and next steps in development.
- The quality of teaching is consistently good. As a result, all children, including those with special educational needs and/or disabilities or who speak English as an additional language, make good progress in relation to their starting points.
- Children form secure attachments with staff, in particular their key person. This means that children explore with confidence and their emotional well-being is supported.
- There is a strong management team. This provides support for senior staff within each area of the nursery and ensures that the educational programme is well monitored.
- The nursery has formed strong links with parents. This ensures there is a continuity of learning between the nursery and home environments.
- Staff demonstrate their commitment to protecting children. They have up-to-date training and a strong understanding of how to keep children safe.

It is not yet outstanding because

- Staff interact well with children, however, on occasions staff do not always use different teaching strategies, such as open questions. This means that children's critical thinking skills are not always fully extended.

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.

Inspection activities

- The inspector toured the premises with the deputy manager.
- The inspector observed activities in all the main playrooms and the outdoors.
- The inspector checked policies and the suitability of the staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with the children, staff and parents.
- The inspector held a meeting with the regional manager and deputy manager.

Inspector

Ben Hartley

Full report

Information about the setting

TreeTops Private Day Nursery opened in 2005 and is on the Early Years Register. It is part of a national chain and is located in purpose-built premises in Eaton Socon, St. Neots, Cambridgeshire. There is an enclosed outdoor play area. There are currently 93 children on roll within the early years age range. The nursery offers care to three- and four-year-olds eligible for early years funding. It supports children with special educational needs and/or disabilities, and children who speak English as an additional language. The nursery opens from 7.30pm to 6pm, Monday to Friday, all year round, with the exception of Bank Holidays. There are 22 staff who work directly with the children, including the manager. Of these, 20 hold relevant early years qualifications at level 2 or above. The manager holds Early Years Professional status. A nursery cook and relief staff are also employed. The nursery is a member of the National Day Nursery Association.

What the setting needs to do to improve further

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

- enhance the use of a wider range of teaching strategies, for example, by encouraging staff to ask even more open questions, in order to enable children to maximise their critical thinking skills.

Inspection judgements

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

Children are given opportunities to take part in a wide range of interesting and challenging activities. These are carefully planned by each child's individual key person, according to their individual needs and interests. As a result, children are keen and eager learners who are interested to find out more and extend their play. There is a mixture of adult-led and child-initiated activities. This enables children to play an active role in shaping and developing their learning environment, allows them to develop their independence and increases their readiness for school or the next stage in their learning. The level of teaching is consistently good. Consequently, all children, including those with special educational needs and/or disabilities or who speak English as an additional language, make good progress in relation to their starting points. Adults make meaningful contributions to children's play in a variety of ways. For example, when a younger child is playing with a baby doll, a member of staff provides resources, such as nappies and a hairbrush. This enables the child to put her own experiences into her imaginative play. However, occasionally staff ask questions that are not open ended so children have fewer opportunities to think critically and make links within their learning. Children enjoy the range of creative resources that are available to them, spending considerable periods of time exploring their texture. For example, the children enjoy filling the water tray and using the various resources to move it to other containers. Children explore the water by

pouring it onto their hands and arms. Clear and concise planning allows staff to provide individualised learning experiences for children. Children demonstrate their competence at using a range of resources in a skilful manner. For example, they use the computer and mouse with a good level of competence.

The nursery are taking positive steps to increase children's readiness for school. For example, staff discuss with the children which school they are going to, how they are going to get there and their teacher's name. Furthermore, staff ask children about how many days they have left at nursery before they leave to go to school. This allows the children to discuss their school and ensures that the transition period is considered. Transition documents are provided for teachers; this ensures that clear information is provided to schools about children's stage of development and learning preferences. The importance the nursery places on increasing children's independence skills, particularly in the pre-school, means that children are curious and willing learners. They persist at their chosen activities for a sustained period of time. Children enjoy group learning times, such as stories, and are eager to contribute, relating the experiences they hear in stories to real-life events.

Robust assessments and planning enable the nursery to provide individualised learning for all children. For example, to support children with special educational needs and/or disabilities, individual education plans are developed. This ensures that very specific targets are set and achieved. Furthermore, it demonstrates how the nursery is able to work with outside agencies and professionals in order to support their knowledge and understanding further. Parents contribute to these targets and have an active voice within the nursery. For example, the nursery have planned a social evening for parents in order to allow them to communicate with staff in an informal context. Parents comment positively on the progress that children make within the nursery, in particular the communication and language skills that they acquire.

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

Children form secure attachments to caring and affectionate staff, in particular their key person. This means that children display confidence and are keen to explore within their play. Furthermore, their emotional well-being is secure. The key-person system is well established and enables staff to form strong partnerships with parents. For example, during an induction for a new child, the parent is immediately made aware of who the child's key person will be. This allows relationships to be formed immediately and enables staff to learn about the children's preferences. Furthermore, the recent changes to staff have been managed well to ensure that children have had consistency, particularly in the baby room. Staff are positive role models for children. Consequently, there is a calm and safe learning environment. This enables children to explore with confidence and assurance. Children play collaboratively together and are forming friendships with their peers. Behaviour expectations are made clear to children. As a result, they behave in a positive manner throughout their time in the nursery. Care routines are organised effectively and according to children's individual needs. For example, children in the baby room have specific times for their food and sleep, which staff are fully aware of. Additionally, nappy changes are regular and undertaken with care and consideration. Staff

make attempts to make these times fun for children. For example, they sing some familiar songs. This helps children to remain settled and calm.

The learning environment is inviting for children and their families. Consideration is given to individual needs of all children. For example, the baby room utilise both areas to provide a calm environment for new parents. This enables them to share relevant information about their children, in a considered manner, prior to them starting in the nursery. Additionally, the use of space at lunchtime enables the nursery to carefully consider the needs of the children and provide them a comfortable and quiet area to sleep. Children enjoy the free access to resources and can therefore lead their own play activities. For example, children use stickers in a variety of ways in order to create. They then use these as part of a role-play activity. Children are encouraged to take manageable risks during their play. For example, they enjoy using blocks to build an obstacle course that they then climb on, move around and jump from.

The nursery are taking positive steps to promote children's healthy lifestyles and their independence. For example, in the pre-school room children have free access to the snack and make their own choices. After they have finished they are encouraged to wash up their own plates and cups. Additionally, children are encouraged to discuss their allergies with each other. This enables them to learn about how to keep themselves and each other safe. Procedures, such as coloured plates, are used to ensure children's safety. Parents are provided with daily information about what food the children have eaten, and the menus show healthy options are available for the children. The outdoor environment is used effectively in order to provide all children with regular exercise. Staff in the baby and toddler rooms located upstairs ensure that children have regular access to the outdoor area. The two covered areas are used to provide shelter and ensure that children can fully utilise the environment in all weather conditions. Staff consider children's needs in this environment, ensuring that they wear sun cream and hats to protect them. Furthermore, drinking beakers and water are made available for children at all times.

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

Robust safeguarding practices are in place. This means that children are kept protected from abuse and neglect. Very strong procedures are in place in order to ensure the suitability of all staff. For example, references are obtained and checks are undertaken, prior to staff being allowed to take up their role. This is a small part of the robust recruitment procedures that are in place. The management team fully understand their responsibility to maintain ratios at all times in order to ensure the safety of children within the nursery. For example, on occasions, staff from other nurseries within the chain come to cover absences and holidays. Furthermore, there are regular bank staff who are used in order to maintain ratios. The premises are secure and well maintained. For example, there is a secure door entry system that ensures only suitable adults have access to the building. Careful consideration is given to the deployment of staff in each area of the nursery to ensure that there is suitable coverage within each room. Staff supervise children effectively in order to support them in their play and maintain their safety at all times. For example, as children move freely between the inside and outside areas, staff

follow them and get involved in their play at appropriate times. Robust risk assessments are completed on a daily basis to ensure the suitability, cleanliness and safety of the premises and resources.

The management and staffing teams are reflective practitioners and this contributes to the overall quality of the nursery. Staff demonstrate a commitment to ongoing professional development and an awareness of the nursery's policies and procedures. For example, all staff undertake regular online training and answer questions relating to the nursery's safeguarding policies. This ensures that they fully understand the policies and procedures of the nursery and keeps their understanding up to date. Furthermore, two staff are currently training to further their qualifications. The nursery are providing appropriate support to these staff in order to help them with their ongoing training. The overall quality and consistency of the staff team has a positive effect on the overall quality of teaching within the nursery. As a result, children make good progress.

The nursery are active in creating and building upon partnerships with parents and other outside agencies. The nursery understands the importance of involving the parents and giving them a voice. For example, parents have been introduced to the new manager and are being involved and consulted on the changes that are happening within the baby room. Staff provide sensitive support for new parents, working closely with them to ensure that their children's needs are met. Additionally, the nursery work closely with a training provider to ensure that their staff's training needs are met. The nursery collaborate with various outside agencies in order to ensure that they meet children's individual needs, in particular those with special educational needs and/or disabilities.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY316231
Local authority	Cambridgeshire
Inspection number	982685
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	80
Number of children on roll	93
Name of provider	Treetops Nurseries Limited
Date of previous inspection	07/03/2013
Telephone number	01480 476817

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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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