

Treetops Nursery

Ash Close, Barlborough, CHESTERFIELD, Derbyshire, S43 4XL

Inspection date	18/08/2014
Previous inspection date	18/05/2011

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

- Teaching is rooted in a robust knowledge and understanding of the Early Years Foundation Stage. Staff have a good awareness of how children learn and are skilled at providing activities that are challenging and enjoyable. As a result, all children make good progress given their starting points and capabilities.
- The effective key-person system ensures that children receive consistency of care. Children and staff form secure attachments, and this enables children to feel safe and happy.
- Leadership and management of the setting are strong. Children are continually safeguarded as staff are fully aware of their responsibility to supervise them and protect them from harm.
- The nursery is innovative in promoting children's learning at home by positively encouraging parents to be actively involved in supporting their children's progress.

It is not yet outstanding because

- There are some variations in staff skills to fully extend activities and conversations with the children through using challenging and open questions that challenge the children's thinking to the highest level.
- Occasionally staff do not respond swiftly to children's changing interests by providing additional resources to supplement their ideas and maximise children's exploration and learning.

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 the staff engage in a range of indoor and outside learning activities with the children.
- The inspector held discussions with the area manager, manager, staff and children and took part in a joint observation with the manager.
- The inspector looked at samples of children's assessment records, planning documentation, the nursery self-evaluation and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of the staff.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full report

Information about the setting

Treetops Nursery was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in Barlborough in Derbyshire, and is one of 50 nurseries owned by Treetops Nurseries Limited. The nursery serves the local and surrounding areas and is accessible to all children. It operates from age allocated playrooms and there are enclosed areas available for outdoor play. The nursery employs nine permanent and six contract support/relief members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and one at level 2. The manager holds Early Years Professional status. There is also a cook and housekeeper. The nursery opens Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 92 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- build on the already good teaching skills of staff so that they continually develop and improve their knowledge and practice, for example, by increasing their use of extended and open questions to provide extra challenge for children, to enrich the good learning that currently takes place
- provide even greater opportunities for children to extend their knowledge, creativity and exploration, for example, by offering, real bricks, pebbles and stones, in addition to the toy ones, within related activities, and extend the range of resources to enhance early writing opportunities and experiences.

Inspection judgements

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

Staff teach young children the key skills they will need to support their future learning well. They have good knowledge of the educational programmes and provide a good range of well-balanced activities. These take full account of the different ways in which individual children learn and the stage of learning and development that each child has reached. Staff observe children as they settle into the nursery and speak to parents to find out together, what children can do. This information is recorded in a baseline assessment and is followed by accurate observations and assessments that create a clear picture of children's current learning. The information gathered from observations and children's interests forms the next steps for future learning and progress. Precise monitoring of

children's learning means that all children make good progress. Any gaps in children's learning are quickly identified and addressed. This means that staff target support where it is needed. Children's next steps reflect their ability and are included in the planning so that children receive challenge and consolidation to help them make continuous progress. Information from children's learning journals is used to complete progress reports for parents. This includes, the progress check completed for children aged between two and three years. Parents are encouraged to contribute their observations about their child's learning. Consequently, children are well prepared for the next stage in their learning, such as school. Their learning is well supported as across the nursery the quality of teaching is good. However, there is scope to extend staff's already good questioning skills to enhance children's learning to even higher level.

Children are provided with a wide range of experiences which enrich their overall development. Activities place a high focus on the prime and specific areas of learning. Children are enthusiastic and motivated learners supported by staff who understand how young children learn. This enables the staff to provide stimulating play opportunities for each child. The staff proactively follow and extend children's interests and link activities to events in their lives. A theme is created after a child reports that they have a new kitchen at home. The children bring in photographs of themselves in their own kitchen for a display. They draw pictures of their kitchen. Their imagination is stimulated as the imaginative play area is turned into a kitchen with real utensils and pans. Children learn about food as they create their own recipes and undertake cooking activities with the cook. Staff extend children's learning as they link the theme to a story their pictures. Staff actively use events in children's lives to promote their confidence and self-awareness. For example, when children go to the dentist or if there is a new baby in the family, themes are created. Consequently, all areas of learning are met during these activities. Children gain a sense of self as they discuss their family life.

All children learn about the natural world. For example, older children go pond dipping and younger children enjoy a pet theme. Photographs and picture of pets are enhanced as staff invite the children to bring their pets into the nursery. This event also supports children's learning about families as some grandparents bring in the pets. Children's language and communication skills are promoted through discussions, routines, spontaneous and planned activities. The learning environment provides every opportunity to heighten children's experiences and learning. It is rich in pictures which provides excellent opportunities for conversation and discussion. Children learn about the written word as there is an extensive range of text throughout the setting. They routinely see their name in print. Children have good opportunities to be creative and are starting to understand that written words have meaning. This is supported as the nursery has a letter and story of the fortnight. Children can freely access a good range of materials to draw and make marks with. There is scope to enhance support for emerging writing as the writing resources are sometimes not supplemented with other related resources, for instance, rulers, paper clips and scissors. In addition, the children have less opportunity to extend their interest in early writing within imaginative role play. Children enjoy a varied range of imaginative activities. For example, younger children's senses and awareness of texture is enhanced as they enjoy themed resources boxes. These include, metal and shiny, wood and a bath box. In addition, they dress up using shiny scarves and silky material. Older children eagerly use the outside area to make a 'mud river'. They use

indoor construction areas, with recourses, including, hard hats, a concrete mixer and tools. Here children negotiate with each other and plan projects. However, staff do not fully enrich children's learning by providing them with the opportunity to experiment with real bricks, stones and pebbles. Throughout the nursery, the children are able to learn about colour and begin to understand about different mathematical concepts through planned, spontaneous activities and through the daily routines.

All children are encouraged to be independent as they dress and undress themselves ready for exercise sessions, they learn to put on their own shoes and serve their own meal. Children are well prepared for entry into school as there is strong liaison between the nursery and teachers at the school. In addition, older children have a school week at the nursery where they undertake activities and routines related to the school day. This means, they are secure about starting school. Staff and parents work in superb partnership to ensure continuity of learning. Parents are actively encouraged to share what their child knows and can do from the start of their child's placement. This also includes the significant people in their child's life. The nursery is innovative in promoting and extending children's learning at home by positively encouraging parents to be actively involved. A parent hub area at the nursery has an excellent range of resources, for instance, grab and go bags with activities and resources, including, music, baby massage and face painting. There is a parent library with activity books for cooking and craft and story and life books. A display board enables parents to share their children's achievements from home and leaflets provide ideas for activities that parents can complete at home with their children. For all activities, parents are encouraged to share feedback about the activities and what they did together with their child. In addition, parents' evenings, grandparent sessions and activity workshop all support children's learning and develop good relationships.

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

Close and caring relationships and strong attachments ensure children are secure, happy and confident in this friendly, welcoming setting. Staff know the children well. Therefore, they are able to meet their care and learning needs effectively. Children thrive and enjoy the different experiences offered. This is because the staff nurture and encourage them. Children are settled as a result of the successful key-person system and effective staff deployment. Detailed information is obtained from parents when children first start at the setting and then continually exchanged to enable the staff to effectively meet each child's needs. In addition, individual care plans are devised with parents and other agencies, if appropriate. This means, all children are fully supported with their transition from home to the nursery and are well equipped for their future transitions within the nursery. All children are encouraged to help with appropriate jobs, such as tidying away resources after they have used them. Consequently, children are developing good social awareness and older children are well prepared emotionally for any transitions and the next stage of their learning, including for school.

Children learn about other cultures and people through planned and spontaneous discussion and activities. They enjoy national and international festivals and celebrations. In addition, children are involved in charity events. This enables them to learn about other

people and become more alert to the needs of others. Children gain a strong sense of self as they see an extremely rich range of photographs of themselves throughout the nursery. The staff are good role models and use positive techniques for managing children's behaviour. This impacts well on helping them to develop their social skills and builds their self-esteem. Staff fully understand the challenges that can affect the behaviour of children and the frustration that can occur for them. They have effective strategies in place to help support all children. As a result, significant progress is made as children develop coping mechanisms to manage their own behaviour. In addition, they gain a sense of self as staff support them to consider what is acceptable behaviour. This is enhanced as their views are transferred into a display as direct quotes.

Children have a wide range of opportunities to learn about being healthy through activities and discussions. For example, children and parents are involved in a cookery workshop with the nursery cook. This is extended as the recipe used is integrated into activities. For example, children draw pictures of the experience and it is linked to the book of the fortnight. Children learn about fruit, herbs and vegetables as they plan, create and plant their own allotment in the outside area. Children have fun taking part in vigorous play opportunities each day. For example, they extend their physical skills as they enjoy exercises to music and explore the outdoor area. Younger children's physical skills are extended as they are able to explore in their own allocated outdoor area. In addition, they learn about their bodies through themed activities. For example, children draw their own x-rays from pictures they have seen. They increase their understanding about health and hygiene through established daily routines. Children's health is protected as staff provide clear explanation about why they must wash their hands. They are proactively learning about personal safety as they respond to clear safety procedures both in the nursery and when on outings. For example, staff actively promote the effective routines when children use the stairs. They are also encouraged to take risks safely, such as when they use outdoor play equipment.

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

The management team, manager and staff take all necessary steps to keep children safe and well. There is a strong commitment to create and maintain a high quality nursery where children are safeguarded. Staff fully understand their responsibilities with regards to child protection and are clear regarding what to do if they have a concern about a child. All staff have been vetted for their suitability to work with children. There is an effective system in place that ensures staff remain suitable for their role. Accurate records of suitability checks are maintained by the nursery. Robust recruitment and induction further ensure the suitability of adults employed. Staff practices are efficiently monitored through formal appraisals, supervisions and spontaneous discussions. In addition, the management team completes reviews of practice and room observations are completed by the manager. Staff demonstrate they are very confident about sharing any concerns they may have about colleagues with the manager or higher management. Staff understand their role and responsibilities, which results in children's health, safety and learning being effectively promoted. Children are provided with a safe, welcoming and stimulating

environment and their well-being is assured as the premises are secure, and robust safety and security procedures ensure children are well protected. For example, staff check the identity of all visitors and ensure that only authorised persons have access to the nursery. A range of comprehensive policies and procedures provide a clear focus on children's welfare. These are shared with parents, providing them with an insight into the nurseries role and responsibilities. All necessary permissions and records to support children's well-being are in place. Children are further protected as staff carry out ongoing risk assessments, to ensure all areas of the premises are safe and suitable to be accessed by children. For example, clear documentation is displayed in specific areas on nursery walls which records how staff monitor areas on a daily basis and remove hazards, if identified.

Self-evaluation is used effectively to identify areas for improvement. This includes, detailed action plans. For example, there is clear recognition of areas to improve, including, the refurbishment of the outdoor area and the continued development of staff skills. Staff training is well embedded and managed, ensuring that all staff have the skills to meet children's needs. Alongside core training and regular staff meetings the company have online training that all staff are required to complete. Therefore, children's welfare is promoted well. There is scope to enhance the already strong quality of teaching. On occasion, staff sometimes miss the opportunity to extend children's learning to the highest potential as they are less skilled in posing challenging, open questions and extending conversations with the children. The planning of activities and children's progress is tracked effectively. This ensures that they are making good progress in line with their peer group and support is provided to help narrow the gap if necessary. Therefore, children's needs are quickly identified and well met.

The strong partnership with parents contributes significantly to meeting children's learning and development needs and promoting their well-being. Therefore, this ensures they are confident to leave their children in the nursery's care. There is a high level of communication with parents, which ensures continuity of children's care, learning and development. The two-way sharing of written and verbal information, enhances parents' experience and extends children's learning. Parents are kept well informed by daily care and learning information leaflets about their child's day. In addition, copies of the nursery's policies and procedures are readily made available to them and there is information about the Early Years Foundation Stage throughout the nursery. Therefore, parents are clear about how their child is cared for and how their learning is enhanced. Children and parents assist in the continuous improvement of the nursery. Parents have a say about the nursery through discussions, questionnaires and by a suggestion box. Children's views are actively sought and responded to. All of this means that parents and children are enabled to have a real sense of ownership and involvement. Staff work closely with other professionals to support children when the need arises. Good relationships with the local children's centre have helped the nursery to develop effective links with other agencies and results in a good exchange of information among carers.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY283464
Local authority	Derbyshire
Inspection number	861150
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	83
Number of children on roll	92
Name of provider	Treetops Nurseries Limited
Date of previous inspection	18/05/2011
Telephone number	01246 812444

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

