

Treetops Nursery (LMC Lancaster)

Lancaster and Morecambe College, Morecambe Road, Lancaster, Lancashire, LA1 2TY

Inspection date	24/09/2014
Previous inspection date	13/05/2009

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
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

- The leadership and management are outstanding. Very strong links between the registered provider and managers mean that the high quality of the nursery is consistently maintained, resulting in outcomes for children being exceptional.
- Children are effectively safeguarded because managers are experienced and well-trained, strictly adhere to policies and procedures, and remain vigilant at all times.
- Children make rapid progress in their learning and development, because staff know the children well, have excellent teaching skills and understand how children learn.
- Staff are warm, friendly, sensitive and caring. Consequently, children's emotional well-being is fostered extremely well. Children quickly settle into the nursery routines and become confident, active learners.
- The partnerships with parents and external agencies are highly effective. Staff ensure that parents are continually involved in their children's learning, share resources and provide support so that children's needs are continually met.
- Children develop superb independence skills. Staff's encouragement and guidance support children in becoming self-assured and confident in their own abilities so that they are well-prepared for school.

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 observed activities in all the playrooms and the outside learning environment.
- The inspector discussed policy and practice with managers and staff at appropriate times throughout the day.
- The inspector conducted a joint observation with the manager.
- The inspector viewed documentation, including children's assessment and planning records, self-evaluation documents and a sample of the policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector spoke with parents and carers, and viewed completed questionnaires, taking all the views into account.

Inspector

Janice Caryl

Full report

Information about the setting

Treetops Nursery LMC (Lancaster and Morecambe college) opened in 1995 in its present premises. It operates from the Lancaster and Morecambe College campus in Lancaster. The nursery is registered on the Early Years Register. It serves the immediate locality and also the surrounding areas. The nursery opens five days a week from 8am until 5pm during college term time only. Children attend for a variety of sessions. Children are cared for across four rooms and have access to a large enclosed outdoor play area. There are currently 72 children on roll, all of whom are in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English is an additional language. There are currently 12 staff working directly with the children, all of whom have an appropriate early years qualification. The manager and deputy hold a Foundation Degree in Integrated Care and Education of Children and Young People, one member of staff holds a childcare qualification at level 4 and eight staff have appropriate qualifications at level 3. One member of staff is working towards obtaining a childcare qualification at level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enrich the already stimulating outdoor area even further to support children's understanding of the world, for example, by enhancing the gardening area to provide a wider range of growing and planting opportunities.

Inspection judgements

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

Children flourish in the nursery and make excellent progress in their learning. This is because the staffs' knowledge and understanding of learning and development requirements and how children learn and develop, is first-rate. Staff liaise closely with parents and carers from the very beginning to establish secure relationships. This leads to highly effective communication channels being established so that any information collected about children, is detailed and accurate. Consequently, children's needs are extremely well met. Staff observations on children are continuously assessed to ensure that any next steps planned provide optimal challenge. Children therefore, make rapid progress towards the early learning goals, in relation to their starting points. Staff are highly successful at engaging parents in their children's learning. Parents are kept well-informed of how their children are progressing. They are actively encouraged to write in their children's learning journals and provide observations from home. Parents comment on how much their contributions are valued and respected and how welcome they feel.

Staff demonstrate exemplary skills in supporting children's communication and language development. The team is trained in operating a specific screening programme. They use a wide range of strategies to assess and support children at all stages of development. The results of the screening are closely analysed by a designated screening coordinator, guaranteeing highly effective monitoring. This means that any gaps in development are quickly and easily identified so that all children are given effective support in a timely fashion. Staff are highly skilled in supporting children with special educational needs and/or disabilities and English as an additional language. They liaise closely with parents and other professionals to ensure that targets set to support learning are challenging and yet achievable. The environment is wholly inclusive so that children can access all areas and make independent choices. Displays, posters and labels are written in a wide variety of languages, meeting the needs of individual children attending the nursery. In addition, staff and children have prompts to help them communicate using different forms of sign language. As a result, all children have the means to express their needs and desires throughout their day.

Children are extremely confident and self-assured. Staff place a high priority in supporting children in helping them to become independent so that they are ready for school. Children demonstrate their confidence by happily engaging in their play and readily follow the routines of the nursery. For example, children hear the classical music and know that it is time to tidy up, responding with little prompting. Staff give children time to collect their coats and change their footwear. They encourage children to manage the task themselves, only intervening when absolutely necessary. This means that children learn to persevere as they practise and develop new skills. Staff are skilled at promoting other areas of learning such as, mathematics and communication and language, through everyday routines. For example, they promote thinking as they ask questions, such as, 'Do you think we need rain suits today?' They follow up the children's answer by saying, 'Why not?' Staff ask children to state how many toilets there are. Mathematical thinking is promoted further as children are asked, 'How many children can go through to the toilets?' Consequently, children learn effectively to match and correlate numbers through everyday experiences. Staff build on children's enthusiasm for outdoor play by explaining and describing what extra activities and experiences have been planned. Children try and guess what they could be as staff talk about it being a surprise. Consequently, children's innate curiosity is heightened as they anticipate their outdoor play experiences.

Extremely well-organised nursery rooms and a wide range of accessible resources help children make choices and support learning exceptionally. Children in the younger, 'caterpillars' room, have resources that effectively meet their individual needs and stage of development. For example, engaging collections of books are attractively stored so that children have ease of access. Children develop their communication and language and early literacy skills as staff share stories and talk about the pictures. Staff use props and puppets to enhance the reading experience, which helps younger children develop a deeper level of understanding. Children enjoy using their senses as they explore the paint, sand and water, which is freely available. Children enthusiastically join in the nursery rhymes, sing songs and do the actions with staff. As a result, they develop their communication and language and physical skills in fun and imaginative ways. The environment for older children is equally stimulating, offering a wide range of experiences that cover all the areas of learning. The inspirational outdoor area provides children with

stimulating opportunities for creative thinking and challenge as well as physical development. Older and younger children play well together, fostering exceptional relationship building. An exciting range of natural and open ended resources allow children to develop their imaginative play and develop an understanding of the world as they dig and plant in the growing area.

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

The nursery is vibrant, stimulating and welcoming. Staff are highly skilled in forging strong relationships with children and their families. As a result, secure attachments are formed and children's emotional well-being is fostered extremely well. All children have their own key persons who sensitively observe and support children as they play and learn. New starters to the setting are effectively supported by staff that help them become familiar with new routines. Consequently, children quickly settle, showing confidence as they start to build friendships with other children. The highly effective staff deployment means that there is always an adult close by to offer support to children in their care, play and learning. Staff are thoughtful and attentive, helping children to develop a strong sense of belonging. Children moving through from the 'caterpillar' room to the 'butterflies' are extremely well supported in their move. This is because key persons link closely and share important information about the care and educational needs of each child. Children become familiar with the new environment through well planned settling in sessions. Staff support children further by reading and telling stories linked to change and development. For example, children are animated as they become involved in making an interactive display about the story of the 'Hungry caterpillar'. Extra resources connected to the story mean children can freely play and explore it, linking with their own experiences of moving through the nursery. Staff have excellent procedures in place for supporting children and ensuring they are emotionally prepared for moving on to school. Children are taught to be independent, confident and active in their learning, gaining the skills and dispositions that support them in future learning environments.

Staff provide a wealth of opportunities to teach children about healthy lifestyles. They give children specific tasks and responsibilities, for example helping to prepare the snacks. As a result, children feel valued and respected and thrive in taking on different roles. Snack times provide children with healthy choices, such as, fresh, fruit, vegetables, cereals and bread. Children demonstrate their knowledge of the routine and understanding of hygiene rules. For example, they automatically go to the toilet and wash their hands before sitting down for their snack. Staff and children chat happily together as they consume their chosen foods at meal times, making the occasion an extremely beneficial social time. Parents are also guided in providing healthy packed lunches so that children receive consistent messages about healthy eating. Staff teach children about the positive impact of going outside and getting fresh air. Children go outside all year round and have great fun as they dig and explore in the growing area. They develop their physical skills further by riding on scooters and bicycles, running and playing on the boardwalk, and using balancing equipment. Staff are innovative in teaching children how to take and manage risk. For example, staff discuss with them the height of the boardwalk and encourage them to negotiate the stepping logs carefully. Children are encouraged to set their own physical challenges as they take part in sports day activities and provide obstacle courses.

Staff teach children about road safety by inviting visiting speakers into the nursery. In addition, children begin to understand why having fire drills are so important. As a result, children learn to recognise and deal with hazards in the environment and learn about boundaries to keep themselves safe.

The behaviour of the children is exemplary. Staff are clear in their explanations and work with children to set their own boundaries. Children are supported in exploring their feelings and emotions by staff who monitor their behaviour closely. Staff talk with children and provide books, stories, puppets and dolls to significantly enhance their play. As a result, children are able to express their feelings and thoughts through constructive play opportunities, helping them to manage their own behaviour. Furthermore, parents are kept well informed of any issues arising connected to their children's behaviour. As a result, children are effectively supported through clarity and consistency, thus preventing confusion. The well-organised environment and routine teaches children how to be patient, caring and supportive of each other. For example, the lunch time routine entails younger children having their lunch first, with older children following when a space is available. Children demonstrate the management of their own routine as they ask politely, whether a space is available. Consequently, children develop an understanding of etiquette and good manners and show high levels of self-control.

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

The provider, managers and staff have an excellent understanding of their responsibilities to safeguard children. The manager is very knowledgeable and experienced and all staff have undertaken safeguarding training. They demonstrate a thorough understanding of the procedures to follow if they have concerns about a child's welfare. As a result, children are helped to be kept safe from harm or abuse. Recruitment procedures are extremely robust. The provider and managers liaise closely to ensure that new recruits and students have the necessary skills and qualifications to provide the very best care and education for children. They have extremely high standards and only appoint high quality, qualified, experienced and motivated staff. In addition, all staff are rigorously vetted through the Disclosure and Barring Service checks, helping to protect children further. Excellent and efficient induction procedures support new staff and students in understanding the nursery policies and procedures. As a result, these are strictly adhered to, maintaining the safe and efficient management in the setting. The manager and staff consistently ensure that the premises and outdoor area are safe and secure. Robust risk assessments are carried out regularly and daily checks ensure the areas where children play are safe. Thorough procedures for dealing with accidents and incidents are stringently followed, meaning that children are suitably treated in the case of an accident or medical emergency. Staff have specific roles and responsibilities and managers ensure they are deployed well. This means that staff are available to support children's play and learning in all areas. Due to the vigilance of staff, excellent staff to child ratios and the outstanding care provided, children remain extremely safe and secure in the nursery and the outdoor area. Staff performance is rigorously monitored. Self-assessment reviews undertaken on staff, take place twice a year. These support staff in managing their own personal and professional development and set goals to help them improve their own practice. Regular

mentoring sessions support staff in their practice and performance on a daily basis to ensure they are meeting the needs of all the children. This leads to a staff team who are enthusiastic and motivated, which helps to maintain the highest levels of quality in the nursery.

The outstanding standard of teaching by all staff results in children being animated, highly motivated and enthusiastic learners. Consequently, children are making excellent progress in their learning and development. The managers monitor the planning and assessment of children's progress thoroughly. A specific mentoring system ensures that every child's learning file is analysed to ensure their specific needs are being met. They check that staff plan for children's next steps and that these are consistently followed through thoroughly. This precise and accurate monitoring means that any gaps in children's development, is identified early. In addition, analysis of the speech and language screening programme is recorded using a chart. This is highly effective in illustrating exactly what stage of development the children have reached and shows that children have made rapid progress in their development. The provider and managers strive for continual improvement. They have extremely high aspirations and have a number of self-improvement targets to maintain the high quality of the nursery. They work closely together and set agreed targets, which are reviewed and measured regularly to ensure that any success criteria are being met. In addition, the managers and staff work closely together and use regular meetings to discuss further areas of improvement, linked to everyday practice. Parents are consulted through the use of questionnaires along with daily feedback and children's views are recorded in their learning journals, showing how they are valued and respected. This collective approach to self-evaluation results in a high quality, ever improving nursery.

The managers and staff have excellent relationships with parents and carers. Parents are warmly welcomed into the nursery and communication methods are highly effective. This results in strong partnership working, resulting in positive outcomes for children and their families. Families are given a wealth of information about the operational management of the nursery, which is continually updated on the parents' notice board. This includes information about staff, their key roles, nursery routines and plans. There is an abundance of information to support parents further, such as, children's centre activities and events, parenting books to borrow and story bags to share with their children. The managers and staff liaise extremely closely with parents and value their feedback to ensure the needs of all children are fully met. There are extremely strong links with outside agencies, such as, outreach workers and other health professionals from the local children's centre. Children with special educational needs and/or disabilities are given support because of the excellent partnership working between the nursery, the local authority inclusion teacher and the parents. This results in highly effective care and education plans, which include set targets to help children achieve to their highest level. The nursery has extremely firm connections with other childcare providers and schools. A communication book is shared between all the settings that children attend. This means that there is excellent continuity and shared learning. Furthermore, children's development is effectively monitored by all those involved in their learning so that their needs are exceptionally well 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	309613
Local authority	Lancashire
Inspection number	855210
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	72
Name of provider	Lancaster and Morecambe College
Date of previous inspection	13/05/2009
Telephone number	01524 521 233

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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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