

# Treetops Day Nursery

Russells Hall Hospital, Pensnett Road, DUDLEY, West Midlands, DY1 2HQ

## Inspection date

31/10/2014

Previous inspection date

02/12/2009

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 good because staff plan and provide a wide range of activities based around the children's interests and next steps in their learning. As a result, children make good progress in all areas of their learning and development.
- Staff support children who speak English as an additional language, well. Consequently, they are well prepared for their future learning at school.
- Staff establish warm and caring relationships with children and get to know them well. As a result, children quickly settle in the provision.
- The management team provides good leadership for the staff. They have a strong commitment to safeguard children and they develop a high quality provision for all who attend.
- Partnerships with parents and other professionals are well established. This ensures that each child's individual care and learning needs are well promoted by all those involved.

### It is not yet outstanding because

- Staff do not always take full advantage of the opportunities to introduce children to mathematical language and ideas during their play.
- Children are not always encouraged to develop their independence skills during routine activities, for example, by serving themselves at all mealtimes.

## 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 the playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Kulwant Singh

## Full report

### Information about the setting

Treetops Day Nursery was registered in 1993 and is on the Early Years Register. It is situated in the grounds of Russells Hall Hospital in the Pensnett area of Dudley and is privately managed. The nursery serves the local area and those whose parents are working within the hospital. It operates Monday to Friday all year round from 7.15am to 6pm. There are two enclosed areas available for outdoor play, one of which is specifically for children aged under two years. The nursery employs 20 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or 4, including one with a Foundation Degree. Children attend for a variety of sessions. There are currently 113 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four- year old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- take more advantage of the opportunities to extend children's mathematical skills and introduce and practise mathematical language during children's play
- maximise children's independence skills during routine activities, for example, by encouraging them to serve themselves during all mealtimes.

## Inspection judgements

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

Staff have good knowledge and understanding of the Early Years Foundation Stage. They have meaningful discussions with children to find out what their interests and needs are. Staff use the prime and specific areas of learning to appropriately plan for children. Children's play and activities are observed daily and next steps in learning are identified, which are then used to plan for the following sessions. Careful planning ensures that children's individual needs are met and therefore, children make good progress in their learning and development. At the end of each term staff summarise children's learning so that any gaps can be identified and strategies put in place to address these. Development workers from the local authority support staff to examine their practice. This means that they have opportunities to reflect on what they do and to enhance their skills to promote children's learning and development. Observations and learning are recorded in learning journals, which contain a wealth of information. These include children's starting points, tracking documents and photographs to support future plans for each child. A system is in place for assessing the progress of children aged between two and three years in the

prime areas of learning, which is shared with parents, incorporating their views.

Children thoroughly enjoy exploring the home-corner area and spend periods of time busy with their imaginative ideas. This environment is well resourced with pretend food and real-life everyday objects, such as food packaging. Staff help children to develop their ideas and to use this role-play area well. However, opportunities in teaching are sometimes missed. For example, when children pretend to buy and sell items in the shop, staff do not extend mathematical language. Staff foster children's concentration skills well. They read stories which children choose and ask them open-ended questions so that they recall the story and join in with repeated refrains. Children benefit from a beautiful outdoor play area. Staff physically interact with children at their level and provide meaningful experiences, which the children enjoy. This fully engages the children and promotes their physical development. For example, staff use chalk to draw tracks on the ground for children to ride their bikes through. Others enjoy making marks and make connections with their family and friends through careful interventions by staff as they question what they draw. The nursery is surrounded by beautiful trees and woods. Staff make good use of these facilities, to promote children's learning and play. They organise teddy bears' picnics and treasure hunts so that children explore the natural environment and learn about the world they live in.

Children who speak English as an additional language are supported well. Staff engage with parents to learn key words to help children interact in activities. As a result, young children show good levels of concentration and persist in their play, such as music and dance. Parents have daily opportunities to meet with staff to discuss their children's achievements and progress. Parents' meetings are organised throughout the year to share information about children's progress more formally, and provide further support for their learning.

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

Staff have a well-established key-person system. This is securely in place to support children to build meaningful relationships with staff in order to promote their emotional security. Staff gather information from parents when children first start at the nursery, enabling them to understand children's individual needs. They discuss and agree the routines to meet the children's needs from the outset. Settling-in sessions, where parents slowly build up the time their child spends at the nursery, help to support children in a gradual introduction and transition from home. Children receive lots of reassurance as they separate from their main carers, but settle in quickly. This helps them to feel confident and secure. Similarly, transitions between rooms within the nursery are equally well supported in partnership with parents and the new key person. Staff provide regular opportunities for babies and children to play together. This acquaints them with the staff in different rooms, aiding their emotional well-being when they move within the nursery. Older children are prepared for their move into the school environment because nursery staff ensure that they are confident and fully prepared intellectually, socially and emotionally. Staff arrange for teachers from the schools that children will be attending, to visit them in the nursery. This transition is further supported through the sharing of information relevant to each child regarding their progress, individual personalities and

needs. As a result, children make the move into full time education more easily due to the positive steps taken to ease their transition. Children behave well and have good manners. Staff promote this through the use of praise and encouragement, which supports children's self-confidence and esteem. For example, when they bump into an adult or another child, they apologise.

Children get plenty of fresh air and exercise in the outdoor play area. The nursery is situated in the grounds of a hospital and is surrounded by large trees and greenery. Children regularly go for walks in these lovely woods and extend their imagination through exploration. Staff teach children the importance of following good hygiene procedures. For example, they recognise when children need their noses cleaned and act swiftly. After cleaning noses, staff wash their own hands to minimise the risk of cross-infection. Good health and hygiene practices are encouraged through daily routines, such as supporting children to wash hands before and after lunch. Staff encourage children to eat healthy, warm meals, which are cooked on site and younger children are assisted to eat. However, children are given their food, which is already plated, therefore independence is not always encouraged. Second helpings of food are offered to children and again, these are served by staff. Drinks and healthy snacks are available for children in the individual rooms and are offered, which means that children are well nourished. Therefore, children maintain their energy levels throughout the day. Mealtimes are pleasant. Staff sit with children as they eat and make meaningful conversations. Children talk about celebrations that they take part in, such as 'Halloween' and discuss what they are going to do over the weekend. Staff encourage lots of language and conversations during lunch. Children's dietary requirements are taken into consideration and alternative arrangements are made for foods which they cannot eat. Staff talk to other children and explain the reasons why children cannot eat certain foods. This conversation is further encouraged by talking about ingredients on packages.

Staff encourage children to keep the environment safe and hazard free through active tidying-up sessions. They carry out daily health and safety checks so that the rooms are free from clutter and therefore safe for children to explore. Any objects that are a risk to children, such as broken toys, are taken away and disposed of appropriately. Since the last inspection, the staff team have changed the rooms so that there is more space for younger children to move around in. As a result, their physical skills and well-being are effectively promoted.

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

The management team has good systems in place, which effectively meet the safeguarding and welfare requirements through meaningful policies and procedures. The management and staff have a secure understanding and awareness of safeguarding procedures. They work in cooperation with other agencies to support children's well-being and are aware of signs that might alert them to possible child abuse. Safeguarding policies and procedures include current and relevant information including contact numbers. All staff attend relevant safeguarding training. The manager checks the qualifications, identities and suitability of all new and existing staff to ensure children are well protected.

Detailed individual induction programmes are in place for new staff. Several staff are working towards a childcare degree. Consequently, training has a positive impact on the quality of teaching in the nursery. Thorough risk assessments are carried out daily to ensure children are safe at all times. The premises are secure, with enclosed outdoor play areas and staff control and monitor access to the premises. Accident and incident records are accurately logged and reviewed regularly so that issues can be quickly identified and addressed. Staff understand that clear documentation and record keeping underpin children's well-being.

The management team has a secure understanding of the requirements of the Early Years Foundation Stage. The manager monitors the impact of planning and teaching on individual children's progress so that this is consistent. On a daily basis, the manager observes staff teaching and models good practice to improve staff performance. The manager carefully tracks children's progress across the seven areas of learning in order to help staff target the development of individual children. This identifies any gaps in children's learning and ensures these are narrowed and appropriate interventions are sought when necessary. The management team carried out an audit of the provision so that all staff, parents and children have an input into the self-evaluation process. As a result, there have been improvements in planning, teaching and the safety of the nursery environment. This means that children's learning experiences continue to improve, as the evaluation process is ongoing.

Parents are well informed about the nursery policies and procedures and their comments and suggestions are welcomed. Staff work effectively in partnership with a range of other professionals, such as a physiotherapist and a speech therapist, in support of children and their families. There are well-established links with local schools, which means children's learning is complemented. Staff share information about children's progress and work together to support children effectively. A local authority early years adviser supports staff in the improvement of planning and assists in monitoring the provision. Staff regularly share ideas and best practice in team meetings and contribute to improvement plans.

## 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

<b>Unique reference number</b>	253824
<b>Local authority</b>	Dudley
<b>Inspection number</b>	866798
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	113
<b>Name of provider</b>	Janet Carroll, Emma Durkin and Sheila Payne Partnership
<b>Date of previous inspection</b>	02/12/2009
<b>Telephone number</b>	01384 212539

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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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