

# Treetops Nursery

Doyle Gardens, LONDON, NW10 3SQ

<b>Inspection date</b>	04/11/2014
Previous inspection date	03/12/2013

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

## The quality and standards of the early years provision

### This provision requires improvement

- The learning environment inside and outdoors is well organised and staff provide an adequate range of experiences across most areas of learning.
- Staff have established effective partnerships with parents and encourage them to play a role in their children's care and learning.
- Children's health is promoted well by staff. Children have regular opportunities to engage in physical activity and they enjoy the provision of healthy meals and snacks.

### It is not yet good because

- On occasions, staff do not effectively meet children's individual needs because the key-person system is not fully implemented.
- Staff do not make sufficient use of children's ongoing observations and assessments to identify their next steps in learning.
- Staff do not fully support children's communication and language needs, in particular children who are learning to speak English as an additional language, to enable them to make effective progress in their learning.
- The organisation of children's lunch routine does not fully support their growing independence or enables them to make choices for themselves.

## 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 the indoor and outdoor play areas.
- The inspector spoke to parents, staff and engaged with the children.
- The inspector sampled documents relating to staff and children.
- The inspector carried out joint observations with the manager in all three playrooms.
- The inspector engaged in discussions with the manager.

## Inspector

Samantha Smith

## Full report

### Information about the setting

Treetops Nursery registered in 2012. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and operates from separate premises within Treetops Children's Centre, in Willesden, in the London Borough of Brent. There are two outdoor play areas. The nursery is open each weekday from 8am to 6pm, for 51 weeks of the year. There are currently 92 children on roll in the early years age range. The provider receives funding for the provision of free early education for children aged two-, three-, and four year old. The nursery currently employs 16 staff, of these, 10 hold appropriate childcare qualifications. The manager holds an appropriate early years qualification at level 5. The nursery offers support to children with special educational needs and/or disabilities and children who are learning to speak English as an additional language.

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

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

- Develop the key-person system to enable children's individual needs to be continually met.
- Develop the educational programmes for communication and language, in particular for children who are learning to speak English as an additional language, by planning sufficient opportunities for them to learn and reach a good standard of English.
- Ensure staff regularly observe and assess all children and effectively use this information to shape children's future learning experiences.

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

- review the organisation of lunchtimes to enable staff to further extend and increase children's learning opportunities and independence skills.

### Inspection judgements

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

The indoor and outdoor learning environments are mostly well organised and creatively laid out to provide children with experiences across most areas of learning. As a result,

children spend their time mostly engaged in a range of activities. However, the quality of assessing children's progress and identifying their next steps in learning by staff is variable. For example, some staff observe children regularly and plan well for their future learning. However, this practice is not consistent among all staff. Consequently, not all children receive the support to help them make good progress in their learning.

Children enjoy mark-making opportunities both inside and outdoors. For example, they have access to a suitable range of writing materials indoors and outside they are engaged in drawing pictures and writing on the large chalkboard available. The use of the home corner provides children with sufficient opportunities to act out their ideas as they play their own made up games. Staff ensure children have access to a suitably resourced book area and children enjoy listening to stories read by staff. The staff ensure children benefit from interacting with the nursery's pets, which provide an opportunity for them to learn about how to care for animals.

Staff working with babies model language well by introducing and repeating basic words. While staff working with older children, generally join in with their play and make a reasonable effort to support children's learning, by asking suitable questions to test their knowledge. However, at times, staff do not always support children's communication and language. For example, while staff have identified some children's speech and language concerns, they do not have effective plans in place to enable all children to make good progress in their language development. This is particularly the case for children who are learning English as an additional language.

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

Most children demonstrate that they are happy and settled in the nursery. They move around freely engaging in activities and are generally supported by staff. The key person-system works well in settling-in new children into the nursery. However, the key-person role is not fully embedded in recognising children's individual needs, in particular for children who require additional support. Nevertheless, babies enjoy close interactions with key persons, who spend time getting down to their eye level and suitably engaging with them in play.

Children are well behaved because they are sufficiently occupied in their play. They are forming good friendships with others in the nursery and the staff manage their behaviour appropriately. Resources are generally plentiful, well maintained and appropriately organised by staff to enable them to promote children's independent learning and social skill adequately.

Staff promote children's physical health well through most daily routines. Staff encourage children to wash their hands at appropriate times throughout the day. Meals and snacks are generally healthy and nutritious, and drinks are freely available to children. In addition, staff ensure young children are able to suitably rest and sleep according to their individual care needs. However, on occasions, staff miss opportunities during lunch time to extend or increase older children's learning and independence further. For example, on

occasions, staff serve children their meals and they do not encourage children to think or engage in discussions about portions sizes or quantity. This does not support children's future learning in preparing them for the next stages of development.

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

Arrangements for safeguarding children in the nursery are sufficiently implemented and understood by staff. For example, staff demonstrate that they have a suitable understanding of the procedures they would follow, should they have a concern about a child or about the behaviour of a member of staff. Suitable recruitment and vetting systems are implemented by the manager to ensure that staff are suitable for their roles. In addition, the manager provides appropriate induction and ongoing training to ensure most staff have a sufficient understanding of the policies and procedures that underpin their practice. The manager carries out yearly staff appraisals and holds regularly team meetings, and one-to-one supervision sessions with staff, to address individual training needs. Although, some staff still require further support to enable them to carry out their roles effectively.

The nursery environment is suitably maintained to ensure safety. For example, following the actions set at the previous inspection, security of the premises has effectively improved. Staff and parents now use a key fob to gain secure entry to the nursery. Furthermore, they demonstrate an adequate awareness of the guidelines about permitting visitors access to the nursery. Consequently, visitors are required to make themselves known to staff before they can gain entry and must sign in and out of the nursery. Staff are suitably deployed throughout the nursery. Adequate ratios are maintained and there is a high number of staff present daily that are suitably qualified in paediatric first aid, which supports the smooth running of the nursery.

The manager demonstrates a reasonable capacity to improve the overall quality of the nursery including staff practice. She demonstrates a suitable awareness of the learning and development requirements. Although, this is not always reflected well in practice, particularly in the planning and assessment of children's learning. However, the manager demonstrates a positive attitude towards addressing this in order to improve the quality of the learning experiences provided for children. For example, she has taken appropriate steps to address this area of improvement identified at the last inspection and she has recently introduced new systems for planning and monitoring children's progress. However, these are not yet fully embedded and as result, children's learning at times is not supported well by all staff. Nevertheless, the manager is currently working with the local authority and is using a quality rating system to monitor the overall effectiveness of teaching and learning in the nursery environment. However, these processes are in the early stages and have yet to have an impact on improving the quality of practice. Hence, a number of weaknesses areas for improvement have been identified during this inspection.

Partnerships with parents and others are generally sound and support children's individual needs well. Staff gather information from parents about their child's general care and

learning needs, which they mostly use well to support children in the nursery. Staff keep parents informed about their child's day and sufficiently encourage them to contribute towards their individual planning. Staff have developed positive links with the local children's centre, where they are beginning to access other professional support for children with additional needs.

### **The Childcare Register**

The requirements for the compulsory 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

<b>Unique reference number</b>	EY452032
<b>Local authority</b>	Brent
<b>Inspection number</b>	962545
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	63
<b>Number of children on roll</b>	88
<b>Name of provider</b>	SAI Children Centre Ltd
<b>Date of previous inspection</b>	03/12/2013
<b>Telephone number</b>	0208 9631259

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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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