

# Treetops Nursery

96 Stonebridge Lane, Croxteth, Liverpool, Merseyside, L11 9AZ

## Inspection date

06/11/2014

Previous inspection date

04/12/2013

## The quality and standards of the early years provision

**This inspection:**

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

- Staff are secure in their knowledge and understanding of the action to take if they have any concerns about children's welfare. This means children are protected and kept free from harm.
- Relationships between staff, parents and children are relaxed, positive and supportive, and so children are able to feel emotionally secure, confident and settled.
- Children's dietary needs are very well met. This is because fresh ingredients are used to make a varied range of meals and snacks. Children enjoy healthy cooked lunches with a good balance of nutritious food.

### It is not yet good because

- Activities for two- and three-year-old children are not always organised in an appropriate way that encourages active learning and keeps all children engaged and effectively challenged.
- The ways in which staff performance is managed, for example, through supervision and observation of their practice, have not been in place long enough to ensure all staff are fully supported to deliver high quality teaching.
- Too little attention is given to monitoring and analysing practice. As a result, some record keeping, the sharing of information between key persons, partnerships with parents and other settings that children attend and the quality of teaching and learning, are not consistently good.

## 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 activities in the playrooms on the ground and first floor and the outside learning environment.
- The inspector conducted two joint observations with the deputy manager.
- The inspector held meetings with the provider and deputy manager of the nursery.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the 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

Lynne Naylor

## **Full report**

### **Information about the setting**

Treetops Nursery opened in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and operates from a detached two-storey building in the Croxteth area of Liverpool. Children are cared for across three rooms and have access to an enclosed outdoor play area. The nursery opens five days a week from 8am until 6pm all year round, except for bank holidays. It provides some out of school and holiday care for school-aged children. Children attend for a variety of sessions. There are currently 50 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 15 staff working directly with the children. All staff have an appropriate early years qualification with one at level 2, 12 at level 3, one at level 5 and one at level 6. The nursery receives support from the local authority.

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

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

- ensure there are high quality teaching and learning experiences in which children are engaged and effectively challenged, for example, by identifying in the short-term planning how staff will be deployed, group size, use of resources and what children are to learn
- establish strong partnerships with parents and other settings that children attend to gain a fuller picture of children's abilities as part of the ongoing assessment, and ensure all parents are kept well informed about their child's progress
- embed and evaluate the ways in which staff performance is managed, including the arrangements for observing the quality of their teaching, to make sure all staff continue to improve and develop good practice and consistently deliver high quality teaching.

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

- improve monitoring arrangements by placing a greater focus on achieving consistency in the quality of teaching and overall practice and by consulting parents on a wider range of issues so that all children benefit from high standards
- ensure staff exchange sufficient information when they take over as key person for groups of children, in order to maintain consistency in the quality of care and education.

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

An identified member of staff gathers, on a useful form, some valuable information from parents about what their children already know and can do when they first start. Following this, most information is exchanged verbally with parents as they drop off and collect their children. However, information is not consistently gathered for all children. Consequently, not all parents are able to fully contribute what they know about their child. The key person uses their sound understanding of the Early Years Foundation Stage to observe and assess children's abilities and to plan some suitably challenging activities for their next learning steps. Staff provide parents with a written summary of the progress check for children between the ages of two and three years. Some parents, particularly those of children with special educational needs and/or disabilities, feel particularly well supported and informed. Children's learning journals are available to parents and sometimes shared.

However, the lack of consistency in the way these records are completed means some parents are better informed than others about their child's development. The arrangements for working in partnership with other providers and for sharing information to complement the experiences that children receive at other settings that children attend are also inconsistent.

The quality of teaching varies throughout the day and from room to room, which means that high quality learning is not always consistent. The quality of teaching is more consistent in the baby room than in the two- and three-year-old children's rooms. As a result, the quality of learning for the youngest children is of a higher standard. Babies move freely around the ample space in their room and choose where they wish to play. They stop to explore items that interest them, which enable them to develop an understanding of their environment. Babies enjoy banging the bottom of pans with their hands or items, such as wooden spoons. They begin to develop useful communication skills as staff purposefully encourage them to listen carefully to the different sounds made. Staff also encourage babies to repeat words, which successfully increases their vocabulary and encourages their speaking skills. Babies make marks with their fingers in a range of sensory substances, such as sand, paint, aerosol cream, jelly and cooked spaghetti, which supports their creativity and the development of their early writing skills.

Two- and three-year-old children help themselves to toys from a suitable range, which are appropriate for their differing ages and abilities. Sometimes, children learn well from self-chosen experiences due to some good interaction and support from staff as they play alongside. Indoors and outdoors, children practise making marks as they draw in the mud with sticks, on perspex with brushes dipped in water and on the ground with chalks. As a result, children's early writing skills are developing well. For example, some older children confidently record their findings to experiments on a clipboard and explain what their marks mean. Children demonstrate a developing awareness of how technology works as they play. For example, two-year-old children use torches to look closely at plastic bugs, and three-year-olds take photographs with cameras. They also play games on the touch screen computer tablets. This enables them to refine their technological skills as they use their growing mathematical knowledge to solve number and shape puzzles. However, often two- and three-year-old children occupy themselves. It is not always clear what children are to learn. As a result, children are not effectively challenged and some, particularly during group activities, are not actively engaged and lose interest. Therefore, the quality of teaching and the learning for children aged over two years is not consistently good. Despite this, overall, children make steady progress given their capabilities and starting points. Older children are keen to communicate and happily approach visitors to initiate a conversation. There are sufficient activities to help prepare children for the next stage in their learning reasonably well. Indoors, children develop good coordination as they use tools, such as scissors and glue sticks, to cut out and stick collage materials to paper. A widening range of garden equipment provides numerous physical challenges for children of all ages. Children have some opportunities to play imaginatively on the boat and in the mud kitchen. Children are beginning to learn about their local community through visiting places of interest in the local area, such as the park and places in the city, such as China Town.

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

Each child has a staff member identified as a key person who gathers and uses information from parents about their personal preferences and routines to help them settle in. Children form secure relationships with their key person. For children who speak English as an additional language, staff sometimes gain key words in their home language, which they use to support the children to settle. Staff are beginning to explore further ways to support all children to use their home language in their play. They raise children's awareness of some other cultures through activities related to some festivals and celebrations. For example, children make candle holders from clay at Diwali and taste Chinese food and visit China Town at Chinese New Year. They wrap sausages in strips of pastry to bake Halloween mummies. Staff use opportunities, such as seeing a black ladybird, to promote children's awareness of similarities and differences.

Staff warmly welcome children and their parents as they arrive. As a result, children are generally happy and confidently interact with each other, staff and visitors. Babies demonstrate that they feel safe and emotionally secure as they happily investigate toys. A number of visits to the next room are planned before children make the move up to the next age group. This enables children to gradually become familiar with the new room and routines. However, sometimes when two-year-old children move to the next room, insufficient information about their abilities and interests is passed from the previous key person. As a result, staff are not able to plan challenging experiences to continue the child's learning journey. However, pre-school children are generally well prepared emotionally and socially for moving on to school through stories and talking about their school. Routines and realistic rules in the nursery mean that children are beginning to understand what is expected of them. Staff consistently praise children for good social skills, achievements and positive behaviour, which promotes their self-esteem and confidence. However, during group activities, staff are less effective in meeting the differing needs of children. As a result, some children lose interest in some of the group activities. Staff encourage children to get items out independently and replace them in the correct place when they have finished. This supports children when starting school as they are able to be responsible and tidy up after themselves. Supported by staff, children are becoming competent at managing their personal needs relative to their ages. For example, they independently use the toilet and put on their coats before they play outside. Positive links with professionals from other agencies support children with special educational needs and/or disabilities.

Children develop a generally good awareness of how to maintain a healthy lifestyle. They eat nutritious snacks and meals made from fresh ingredients by the nursery chef. Parents have access to the list of ingredients in each meal and the recipe so they can make their child's favourite meals at home. Children are actively involved in preparing snacks, making soups and baking items, such as gingerbread biscuits. This effectively raises their awareness of how different foods fit in to a healthy lifestyle. Children know to help themselves to drinks of water when thirsty. Babies and children sleep comfortably on the backs following the 'safer steps to sleeping' advice. They have individual bedding, which is washed daily to ensure good hygiene. Children routinely follow appropriate hygiene and safety practices, which give them a basic understanding of how to keep themselves

healthy and safe. Staff teach children how to keep themselves safe during some planned outdoor activities, such as toasting marshmallows on a barbecue. Children's physical development is reasonably well promoted and they begin to develop positive attitudes to exercise. Indoors, children develop physical skills, such as finger dexterity, as they make and then manipulate, roll and cut dough. Outdoors, children develop sound climbing skills on the slide steps and climbing wall. They develop balance as they use sit-and-ride toys.

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

The leadership and management team understand their responsibility to meet the safeguarding and welfare and the learning and development requirements of the Early Years Foundation Stage. Overall, appropriate arrangements for safeguarding children within the nursery and through work with outside agencies are in place. Policies and procedures generally meet requirements, are followed by staff and are shared with parents to keep them informed. All the required details about each child are obtained before they start nursery, which ensures such information is accessible in an emergency. All staff are briefed on child protection and have good access to safeguarding procedures and appropriate telephone numbers to ring if they are concerned about a child. The recruitment and vetting of staff is robust enough to ensure all staff have the skills and experience required to work with children. Evidence of staff members Disclosure and Barring Service checks are available for inspection. Induction of new staff is clear, followed by regular meetings for staff to discuss any concerns and to reflect on their practice. There are sufficient staff on duty to meet the basic legal requirements, including appropriate staff-to-child ratios, in order to maintain children's safety and well-being. Some extra staff are employed to provide individual support for some children with special educational needs and/or disabilities.

The premises are suitably maintained and presented and staff complete daily checks on the equipment and the premises before children arrive. This helps promote and maintain the children's safety and well-being. There are clear policies and procedures for assessing any risks to children's safety, and the provider is able to demonstrate how specific risks are managed, if asked by parents and/or carers or inspectors. For example, while the children's rooms were being re-painted, the children were appropriately moved to different rooms, while maintaining the appropriate space requirements. A suitable procedure for dealing with any concerns received is followed and appropriate documents used to record the outcome of complaints. Even though monitoring and evaluation do not focus sufficiently on teaching and learning, staff, parents and children are beginning to feed into the evaluation system. The management and staff team demonstrate a sound ability to make improvement. Since the last inspection by Ofsted, where the nursery received actions to improve, some positive changes have been made. For example, stronger arrangements are in place to ensure written consent is gained from parents/carers, for any administered medicines to promote children's safety. The management team use checklists to monitor the consistent completion of required records for accidents, attendance, medicine administration and for opening and closing safety checks.

Peer observations have been introduced as a way for staff to share best practice. Staff

visit other settings to see how they work and bring back ideas to improve their own practice. Performance management arrangements, such as observing staff and meeting with them to discuss their practice have not been in place long enough to ensure a consistent quality of teaching and learning. However, supervision is beginning to link to the identification of training to improve the effectiveness of individual staff. The quick and effective sharing of information among staff ensures that they all benefit from each other's attendance at training workshops. Some other changes, including in use of space, are also beginning to have a positive impact. For example, the conversion of a cloakroom into a sensory room is having a positive effect on children's emotional well-being, as staff take individual children into the calming space when they are upset or need some quiet time. Unfortunately, a number of other planned improvements have been delayed due to management and staff focusing their time and attention on dealing with the disorder following a break in at the nursery, which left documents in disarray.

Staff and parents are increasingly working together to support children's care and promote their well-being. Parents spoken to at the inspection feel the staff are approachable. They receive essential information about the nursery when their child enrolls and feel well supported to settle their child in to the nursery. The nursery website contains some out-of-date information and, although there are a wealth of ways to exchange information with parents, these are not sufficiently monitored to ensure all parents are able to contribute or that all staff use them consistently. As a consequence, although children are happily occupied from their first day, they are not always learning at the highest level. Partnerships with external agencies and other providers are in place to identify and meet children's needs, so that most children who need it receive appropriate interventions and support.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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>	322395
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	962657
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	65
<b>Number of children on roll</b>	50
<b>Name of provider</b>	Margaret Walters
<b>Date of previous inspection</b>	04/12/2013
<b>Telephone number</b>	0151 548 1068 or 07984 214503

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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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