

Treetop Nursery

396-398 Dunstable Road, LUTON, Bedfordshire, LU4 8JT

Inspection date	11/11/2014
Previous inspection date	09/06/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Practitioners have a good understanding of how to protect children and to keep them safe. Robust recruitment procedures are in place to ensure that all practitioners working with children are suitable to do so.
- Children are happy and make good progress in their learning by participating in a wide range of self-selected and adult-led activities.
- Practitioners quickly build up strong partnerships with parents and trusting relationships with children. Consequently, children feel settled and secure as they play and learn.
- Managers provide effective supervision and training opportunities to enhance practitioners' already good understanding of how children learn and develop. As a result, practitioners are able to support children appropriately to move them to the next stage in their progress.

It is not yet outstanding because

- Some practitioners do not always use a wide range of teaching strategies to give children every opportunity to predict outcomes before they investigate and experiment. Therefore, learning is not consistently maximised.
- Practitioners do not always take every opportunity to expand the already good support given to children who speak English as an additional language to optimise their emerging use of English.

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 nursery and outside area and talked with managers, the local authority early years officer, practitioners and children.
- The inspector looked at children's assessment records, planning information, evidence of suitability of practitioners and a range of other documentation, including safeguarding procedures.
- The inspector viewed all areas of the building and garden used by children.
- The inspector took into account the views of parents spoken to on the day and as recorded in written letters.
- The inspector carried out a joint observation with the manager.

Inspector

Katrina Rodden

Full report

Information about the setting

Treetop Nursery was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated on the ground floor of a dedicated building in Luton, Bedfordshire. It is privately owned. The nursery serves the local and neighbouring areas and is accessible to all children. It operates from one room and an enclosed area available for outdoor play. There are currently six staff working directly with the children; all of whom hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 4.30pm and children attend for a variety of sessions. There are currently 36 children attending who are all in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language. 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:

- build on the existing good teaching methods used, to allow children further opportunities to predict outcomes in their investigations and experiments to maximise their learning
- extend the already good support given to children who speak English as an additional language by giving them sufficient time to think and respond in order to promote their emerging use of English.

Inspection judgements

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

The nursery is a light and airy environment. Practitioners have thoughtfully set out the room to allow children free access to a wide range of resources and play materials that cover all areas of learning. Practitioners use these to engage children in interesting activities allowing them to make good progress in their learning and development. As children attend the nursery for differing amounts of time, some resources are left out throughout the day. As a result, children play for extended periods of time, or return to favoured activities later. This enables them to independently learn at their own pace, further enhancing their development. Although practitioners take time to clearly answer children's questions, opportunities allowing children to predict outcomes, such as asking 'What would happen if...?' are sometimes lacking. Therefore, children's learning, as they experiment and investigate, is not always maximised. Nevertheless, practitioners skilfully use children's interests to plan and provide engaging activities. For example, practitioners

use effective teaching methods to extend children's interest in a well-known children's character that many have expressed a liking for. As a result, children are motivated and eager to learn as they proudly wear the hat they have designed as they go off to play. Practitioners accurately gather information about children's achievements as they play. They use the information to plan new activities based on developmental needs, so that they support all children's individual progress and move them to the next stage in their learning. Practitioners use a variety of methods to support children who speak English as an additional language. For example, they gather and use key words in the children's home language. Snack time is effectively utilised to extend language as practitioners place a different object on the table each day for children to talk about. However, there are occasions where not all practitioners fully extend children's emerging use of English. They do not always prompt children to expand on their responses to questions with adjectives or greater detail. On many occasions, practitioners skilfully encourage children to solve problems as they play. For example, they ask children how they can transport water from the inside tap to the water tray in the garden. Children decide they cannot use their hands, and look around outside to find a bucket. Consequently, practitioners support children to actively learn and find solutions to move them to the next stage in their learning and development.

Practitioners encourage children to join structured activities to help prepare them for school. They teach children to use simple mathematical rules to work out quantities and listening skills to follow instructions. Children learn to take turns, to use crayons and pencils, cut with scissors and recognise the letters in their names. Children enjoy selecting their name card from a table and sticking it to a display board to register their attendance each day. All of these activities help children develop skills to support them in the next stage in their learning so that they are prepared for their subsequent move to school.

Parents share information from home about their children's interests and developmental stage. Practitioners use this in conjunction with information gathered from initial observations of children, to ascertain starting points. This helps practitioners identify any areas of development that need additional support to ensure good progress continues in all areas of learning. Practitioners establish good relationships with both children and parents. The recent introduction of communication books has significantly enhanced the good two-way channel of information. Children enjoy carrying out the small tasks that practitioners write in the books for them to complete at home, such as colouring the small circle in blue and the big circle in red. Through these activities, children are able to continue to extend their learning at home. Children and parents can also add news and special events from home, which are shared with all the children as they sit in a circle to listen. Each child has a book that contains their individual learning information. These are shared with parents on a regular basis, so that they can see the progress their children have made.

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

Children quickly settle and make friends in the nursery. Practitioners gently remind children of the rules; to be kind to each other, to share, take turns and walk inside and

down the ramp to access the garden. Practitioners maintain consistent boundaries that children understand. They use visual aids, such as sand timers effectively to help all the children. For example, practitioners show children when they turn a timer over and explain that there are another five minutes before it is time to finish their current activity before they tidy up and go into their key groups for a new activity. Through this, children understand the rules and instructions and they feel emotionally secure. In turn, children become active learners and make good progress in all areas of development and behave very well.

When children first start attending the nursery, practitioners observe which adults children naturally seek comfort and help from. This practitioner will become the key person for the child and they quickly build up a trusting relationship. Parents and carers talk to the key person about specific care needs for their children. The key person writes in the front of children's communication books so that parents can identify who to talk to and share information with. As children prepare to move to school, the key person effectively passes information to their new setting about their progress and specific needs. Staff from the local schools are invited to visit the nursery and practitioners ensure that all children get the opportunity to visit the new setting. Practitioners use resources to create a role-play school and they share relevant stories of familiar characters who are also starting school. These activities trigger conversations so that practitioners can reassure children about concerns they may have so they are emotionally well prepared for the move to school.

Practitioners proactively encourage children to adopt healthy lifestyle choices. Children are taught to wash their hands before they eat and after toileting. They promote physical activity to keep children fit. Children enjoy scooting around the outside area and wait in anticipation for practitioners to call 'Go!' to start a race. Children run and balance on foam structures to develop their physical skills. An extended snack system allows children to choose when they would like to eat and drink. Practitioners sit with children and encourage them to select their choice of fruit and cut it on chopping boards with knives. They remind children how to hold the knives and how to safely cut their food. When they have finished, children confidently wash their plates and cups in a bowl of soapy water. As a result, children are independent and learn to use tools and equipment safely.

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

Following their last inspection, Ofsted issued a number of actions and recommendations to improve and conducted a subsequent monitoring visit. The owner and managers have made considerable improvements to address all the issues raised. A new manager and nominated person have been appointed to oversee the day-to-day delivery and quality of practice. Ofsted have been notified of all managers and checks made to ensure they are suitably qualified and appropriate to work with children. Physical improvements have been made to the building. Partition walls have been removed to open up the space that children use for play and learning. This has had a significantly positive impact on children who now freely move around the nursery, selecting activities that suit their individual learning styles and interests. Practitioners have worked with the manager to ensure that

children's progress is accurately recorded and that information gathered is used to shape planning in a meaningful way. Consequently, activities reflect children's next steps in learning enabling practitioners to focus teaching to move children to the next stage in their development. Through effective planning, children now have time to independently experiment and investigate while practitioners appropriately support and challenge their learning. Consequently, children make good progress in all areas of learning.

Managers have introduced regular and robust supervision procedures to ensure that all practitioners effectively teach, care and support children. Appropriate training is offered to enhance their already good understanding of how children learn and develop. Consequently, the well-qualified practitioners access training to focus on specific areas of their role that have the most impact for the children in their care. Policies have been reviewed to ensure that managers and practitioners adhere to and deliver all statutory requirements of the Early Years Foundation Stage. The manager regularly reviews all children's progress and ensures that statutory assessments are completed in a timely manner. Managers make sure information is shared with parents so that they know how their children are progressing in the prime areas of learning. Through weekly team meetings, practitioners have worked in partnership with managers to improve routines within the nursery and ensure all children receive good quality learning experiences. Managers and practitioners have a good knowledge and understanding of how to keep children safe. They have clear procedures in place to ensure that any concerns about children's welfare are recorded and reported to the appropriate people, in order to safeguard all children. Managers ensure that all practitioners are suitable to work with children. A camera system is in operation within the building. Consequently, practitioners can see who is waiting at the locked front door before it is opened. Managers ensure that daily checks of the premises and garden are carried out to minimise hazards. Practitioners remain vigilant throughout the day to keep children safe from harm. Therefore, children play and learn in a safe and secure environment.

Managers accurately monitor children's progress so that any gaps in development can be quickly addressed. They work in partnership with outside agencies and professionals and work closely with a network of other early years providers in the area to share best practice and build relationships with additional support agencies. As a result, appropriate support is introduced to minimise any delay in children's development. Managers acknowledge the importance of self-evaluation. Comprehensive action plans are regularly reviewed to ensure actions have been implemented and followed up. Managers actively seek feedback from parents, local authority and other professionals involved with the nursery to ensure the service they provide reflects the needs of children, parents and local community. Questionnaires have recently been introduced for parents and children to share their views and ideas. All parents spoken to on the day of the inspection were very supportive of the managers and practitioners and highlighted their satisfaction with the good progress their children are making.

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

Unique reference number	EY414131
Local authority	Luton
Inspection number	986218
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	36
Name of provider	Rabia Educational Trust
Date of previous inspection	09/06/2014
Telephone number	01582563425

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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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