

# Treetops Nursery

Sure Start Children's Centre, Kingsway, THETFORD, Norfolk, IP24 3DY



## Inspection date

24 September 2015

Previous inspection date

24 November 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The well-qualified staff consistently use excellent teaching methods. They confidently follow children's interests and spontaneously extend children's learning so that all children thrive.
- The exceptionally well-established key-person system ensures that parents are fully aware of what their children have been doing and how they are progressing. When children move to a new room or to a new setting, their key person ensures that new staff have all the information they need to assist the continuity of care and education.
- Providers and senior management use robust selection and recruitment procedures to ensure that all staff are suitable to work with children and qualified for their specific role within the nursery. New staff receive support through an in-depth induction to make sure they follow and understand all the nursery's policies and procedures.
- Staff work in exceptionally close partnership with other agencies and professionals. This contributes to the extremely focused support children and their families receive to help children to make excellent progress in all areas of their development.
- Children feel happy and secure within the nursery. Older children help staff create golden rules that remind them to behave very well. Consistent boundaries support children to understand what is expected of them, helping them to feel safe. Staff effectively help children choose appropriate words and phrases to ask others for help, or to stop doing something they do not like.
- Children who speak English as an additional language are very well supported. At snack time, they use pictures and words in printed menus to choose the food and drink they would like. They listen carefully as staff clearly repeat the English words, helping them to rapidly develop their emerging language skills.

## What the setting needs to do to improve further

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

- consider creating imaginative and exciting ways to continue to enhance the high-quality outdoor learning environment.

### Inspection activities

- The inspector observed activities in all areas of the nursery and gardens. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings at appropriate times with managers.
- The inspector carried out a joint observation with senior staff and discussed the quality of teaching with them.
- The inspector looked at evidence of the suitability of staff working with children and a range of documentation, including safeguarding procedures and self-evaluation records.
- The inspector looked at children's records, planning documentation and daily communication books.
- The inspector spoke to staff and managers about procedures for children settling into nursery, moving into new group rooms and moving on to school.
- The inspector took into consideration the views of parents spoken to on the day and as recorded in feedback comments and letters.

### Inspector

Katrina Rodden

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers effectively implement all areas of the Early Years Foundation Stage. The arrangements for safeguarding are effective. Managers and staff are acutely aware of their role in keeping children safe and follow the stringent procedures embedded in the provision. Managers have high expectations of staff. They effectively use supervision methods, ensuring staff are delivering the highest quality care and education. Areas for professional development are quickly identified and addressed. Managers and staff are motivated and strive for excellence. They visit other settings and bring back ideas to successfully introduce in the nursery. Managers use robust evaluation methods. They implement action plans to continually enhance the nursery. Parents and professionals give suggestions and managers send out detailed questionnaires about specific issues to gather more focused feedback.

### Quality of teaching, learning and assessment is outstanding

Staff carefully observe children to gather information about their progress. They build upon the detailed information that parents share with them, finding out what children can already do, what they like and what they are interested in. Staff plan challenging and exciting activities that sharply focus on children's next steps. Disabled children and those with special educational needs are exceptionally well supported. Dedicated staff teach individual children so that gaps in their development are quickly closed. Children enthusiastically explore and experiment. They are fascinated by the texture of gloop that they discover submerged in coloured water. Staff encourage children to describe what they have found and introduce simple mathematical concepts into children's experiments.

### Personal development, behaviour and welfare are outstanding

Staff are dedicated to provide a dynamic learning environment which contributes to children's excellent progress. Managers and staff have created warm and welcoming learning zones both inside and outside the nursery, enabling children to freely select toys and equipment that intrigue and stimulate them. There are opportunities for staff to continue to develop the high-quality outdoor learning environment for all children. Staff plan to increase the privacy of the garden area in imaginative and exciting ways. There is a relaxing area for parents to wait before they drop off or collect their children. Staff display a wealth of information to support parents in a variety of practical ways, such as guidance on healthy diets and portion control. When children first start in the nursery, parents are encouraged to stay within the children's centre while their children play. If children are very unsettled, parents can quickly and easily return to the room. Staff encourage parents to offer reassurance and support to their child, helping to reduce unnecessary stress while children get used to the new environment.

### Outcomes for children are outstanding

Managers rigorously monitor all children's learning achievements to ensure that they all make considerable progress within the nursery. Staff sensitively prepare children to move to the next stage in their learning at school.

## Setting details

<b>Unique reference number</b>	EY391933
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	849851
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	60
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Norfolk Community Health and Care NHS Trust
<b>Date of previous inspection</b>	24 November 2009
<b>Telephone number</b>	01842 766 438

Treetops Nursery was registered under its current owners in 2009. It is located within a children's centre in Thetford, Norfolk. The nursery operates for 50 weeks of the year. It is open Monday to Friday, holding sessions from 9am until 12 noon and from 1pm until 4pm. The nursery provides early education for funded two-, three- and four-year-old children. It supports disabled children and those with special educational needs and children who speak English as an additional language. There are 13 members of childcare staff, 10 of whom have recognised childcare qualifications at level 3 or above.

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