

# Treetops Nursery

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



## Inspection date

Previous inspection date

9 October 2015

6 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The ambition and high expectation of managers has driven rapid improvements since the last inspection. Improvements to the quality of teaching, the learning environment, systems for monitoring children's progress and the partnership with parents have contributed to raising the quality of children's care and learning.
- The quality of teaching is good. Staff know children's capabilities and use this knowledge effectively to plan a broad range of interesting, challenging activities which promote learning well.
- Parents praise the positive level of communication with staff. They feel very well informed about their children's progress and are encouraged to share observations and promote their children's learning at home. This contributes to children's good progress.
- Staff recognise and respond to babies' needs well. They provide reassuring support and establish strong attachments. This means that babies are calm, confident and keen to explore at nursery.
- Staff are good role models. They promote and encourage positive behaviour consistently. Children behave very well. They are familiar with the nursery routines and learn to cooperate and take turns.

### It is not yet outstanding because:

- Staff supervision does not always focus clearly on how to extend teaching skills to the highest level.
- At times, staff do not make the most of chances to promote children's mathematical and critical-thinking skills.

## What the setting needs to do to improve further

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

- ensure that staff supervision has a clearer focus on developing staff's skills to the highest level
- ensure that staff consistently make the most of chances to develop children's mathematical and critical-thinking skills.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery's Early Years Foundation Stage leader.
- The inspector held a meeting with the nursery manager and provider.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Elaine White

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders have taken effective action to improve provision since the last inspection. They have worked positively with leaders of a local nursery school to create a much more stimulating learning environment, both indoors and outdoors. This has had a positive impact on children's engagement in their learning and their progress. Systems to monitor children's progress in learning have been improved and now accurately identify areas for development. Staff use this information well to provide support for children who may need additional support. Managers reflect on their practice and actively involve staff, parents and children in this process. They have an accurate view of the nursery's strengths and have clear plans in place for further development. Training and individual reviews with staff are helping to improve the quality of teaching. However, areas for further development from staff supervision do not always focus on raising the quality of teaching to the highest level. The large number of staff with early years qualifications brings positive benefit to the quality of the nursery. Managers have a good knowledge of statutory and other government requirements, and ensure that they are implemented. The arrangements for safeguarding are effective. Staff understand how to protect children from harm and attend regular training to update their knowledge.

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

Teaching has improved since the last inspection and is now strong. Staff are skilled in developing children's speaking skills, modelling language well and encouraging children to express their ideas. Children learn to express themselves clearly as they talk about how their toy dolls might be feeling. They enthusiastically count the number of times they bang on musical instruments. Staff generally question children well to extend their learning, but at times do not take chances to develop mathematical and critical-thinking skills to the highest level. This means that at times children make less rapid progress in these areas.

### Personal development, behaviour and welfare are good

Staff work well to establish very positive, warm relationships with children. This effectively promotes children's confidence and well-being. Children are interested and involved in their activities in the stimulating environment provided. They show a good level of concentration and involvement in their activities, as they excitedly explore what happens when they pour water down plastic tubing, and take part in imaginary play in the outdoor den. Children's care needs are met well, helping them to be secure and settled. Meals are varied and nutritious. A good range of outdoor activities, informative displays and discussion with children help them to develop a good understanding of healthy lifestyles.

### Outcomes for children are good

Children make good progress in their learning. Children are working comfortably within the age range typical for their age. Those with specific needs are supported very well and make good progress relative to their starting points. Where children's starting points are lower than other children of their age, staff give good support to help them catch up. As a result, gaps in learning are closing. Children develop the key skills needed for the next steps in their learning and are well prepared for starting school.

## Setting details

<b>Unique reference number</b>	322395
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	998112
<b>Type of provision</b>	Full-time provision
<b>Day care type</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>	76
<b>Name of provider</b>	Margaret Walters
<b>Date of previous inspection</b>	6 November 2014
<b>Telephone number</b>	0151 548 1068 or 07984 214503

Treetops Nursery was registered in 1998. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, including one with Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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