

# Tree Tops Day Nursery

Martham Primary School & Nursery, Black Street, Martham, Great Yarmouth,  
Norfolk, NR29 4PR



## Inspection date

Previous inspection date

23 February 2016

20 January 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

- Staff are well qualified and they strive to continuously build upon their expert knowledge and skills. This contributes to the superb quality of teaching that is consistent throughout the nursery.
- Partnerships with parents are excellent. They play an active role in assessing children's progress alongside staff, who share information with them regularly about children's learning at nursery. Parents also highly commend the home-learning ideas they get from staff which help children to make even more progress.
- Staff are swift to identify any areas where children are not making the best possible progress. They plan highly effective activities to address any areas of learning that need further support and help children to make even faster progress.
- Children's emotional well-being is of paramount importance in this nursery. The highly effective key-person system means staff have a deep understanding of the particular needs of children and their families. Parents comment that staff go over and above what they would expect and they are bowled over by the support they receive.
- Children's behaviour is exemplary. Staff use clear and simple methods that help children understand the high expectations they have of them. Children respond extremely well and they learn to respect and understand the needs and feelings of others. They enjoy playing and working together and form strong, meaningful friendships.
- Leaders and managers have an infectious drive toward continually building upon and enhancing their existing outstanding provision. Extensive systems to evaluate every aspect of practice involve parents, staff, children and other professionals. These lead to precise action plans that successfully promote excellent outcomes for children.

## What the setting needs to do to improve further

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

- continue to develop even more effective ways to help children to understand and reflect on the differences between themselves and others.

### 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 manager.
- The inspector held a meeting with the nursery manager and the children's centre manager. She 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

Clare Wilkins

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The manager has very high expectations of staff. She has developed a highly effective and extremely supportive system of supervision for staff. They evaluate their own practice and are involved in making decisions in the nursery. This contributes to the high levels of motivation and enthusiasm across the nursery team. The manager oversees all aspects of planning and assessment closely to ensure the educational programmes are of the highest possible standard. She regularly analyses the progress made by individuals and groups of children to check for any gaps in learning and promotes the best possible outcomes for every child. Arrangements for safeguarding are effective. Robust procedures are in place to protect children from harm. Staff have extensive knowledge of what to do if they have a concern about the welfare of a child. Effective partnerships with other local services are well embedded. They help to provide a seamless approach to supporting the needs of children, particularly at times of change, such as when starting school.

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

Staff make highly accurate observations of children and identify what they already know and can do. They meticulously plan activities that are tailored to meet the learning needs of individual children and provide challenge. This helps children to make rapid progress. Children become deeply engrossed in their learning. Staff involve them in planning activities and give them many opportunities to make choices. Staff are very enthusiastic and animated and provide an atmosphere of awe and wonder. For example, children watch in great anticipation as they add colour to dough they have made. Staff fuel children's imaginations which helps to promote their creative development. For example, they delight in tiptoeing around the garden searching for the 'big bad wolf'. Staff use very effective questions during play that support children to think critically and solve problems.

### Personal development, behaviour and welfare are outstanding

The environment is highly stimulating and expertly equipped to provide children with an abundance of opportunities to investigate and explore. Highly effective teaching helps children to learn about how to keep themselves safe and healthy. For example, children learn how and why their hearts beat faster after an exercise session and discuss how their growing muscles make them stronger. Managers and staff successfully reflect the diversity of children's experiences, including other languages spoken and celebrations important to them and their families. They are developing further strategies to teach children an understanding of families and communities in the wider world even more effectively.

### Outcomes for children are outstanding

Children show high levels of confidence and a positive attitude to learning from a young age. This contributes to the high rates of progress made by all children and all are reaching, or exceeding, the levels of development typical for their age. Incisive use of Early Years Pupil Premium funding helps children to make faster progress in areas of their development where achievements are lower. Excellent partnerships enable children to take part in large group activities in school that teach them about letters and sounds. This helps to prepare children for more formal learning when they move on to Reception class.

## Setting details

<b>Unique reference number</b>	EY367615
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	849700
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	42
<b>Name of provider</b>	Martham Foundation Primary School & Nursery Governing Body
<b>Date of previous inspection</b>	20 January 2009
<b>Telephone number</b>	01493 740242

Tree Tops Day Nursery was registered in 2008. The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

