

<b>Inspection date</b>	17 October 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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 newly appointed management team continue to provide good quality care and learning opportunities for the children. The manager is committed to working closely with staff and together they identify their plans for the future development of the nursery.
- Teaching is good. Throughout the nursery, children are provided with fun and interesting activities that are planned individually for them to help each child make good progress.
- Strong partnership working with parents results in children's needs being met. Staff value information from parents. They use this to create a consistent approach for children, which enhances children's well-being while in the nursery.
- Children's safety is managed effectively. Sleeping babies are checked regularly and children are supervised during their activities. Staff support children to explore indoors and outdoors, and help them to learn about taking appropriate risks in their play.
- The nursery is a calm and productive environment. Children behave well. They are busy and interested in what they are doing. Children thoroughly enjoy positive interactions with the staff during their play.

### It is not yet outstanding because:

- Performance management arrangements for staff are strong. However, opportunities to focus on precisely identifying individual staff member's strengths and training needs are not embedded to ensure the quality of teaching is highly effective.
- During small-group times some children are not as fully engaged and involved in the activities that are planned to promote their learning.

## What the setting needs to do to improve further

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

- build on staff's skills in terms of their professional development, to raise the quality of the provision to the highest level
- focus more precisely on the organisation of group activities to enable all children to remain fully engaged.

### Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- One inspector completed a joint observation with the nursery manager.
- The inspectors held a meeting with the nursery manager, the company's operations manager and with three members of staff. The inspectors looked at relevant documentation, such as children's records and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection and took account of their views.

### Inspector

Melanie Eastwell and Ruth Patel

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Management and staff keep their knowledge of child protection up to date through training, which results in a secure understanding of how to promote children's welfare. Staff are vigilant in their supervision during activities. They manage the children's choice of playing inside or outside for most of the session effectively, as they are continually aware of how many children are in each area. The recent change to the nursery management impacts positively on children's experiences. Management and staff work well together. Parents are invited to play a full role in the nursery. For example, parent representatives are confident to raise issues that are shared in team meetings and they are involved in the process of recruiting new staff.

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

Staff are successful in implementing the effective systems for observations and assessments for each child in their care. The planning of activities is effective as it takes account of children's interests, continually building and extending on these. This ensures that children continue to be excited about their activities. Children who have special educational needs or disabilities are supported very well and the nursery works in close partnership with other professionals to ensure consistency. Children are learning because staff provide consistently good teaching and interactions as they widen children's experiences. For example, babies explore the texture of real vegetables. Toddlers play with sand and construction toys. Pre-school children grate bars of soap, whisking it up with water to create a dense foam. Staff consistently promote children's developing communication and language skills. Staff show a genuine interest in what they are doing, using positive facial expressions, repeating language back to the children and using a lot of descriptive words.

### Personal development, behaviour and welfare are good

Children demonstrate that they are able to develop secure emotional attachments. They are cared for by staff they know well. Babies settle to sleep and wake happily. Toddlers are confident to approach staff to ask for assistance. Pre-school children engage in detailed conversations and move resources around to extend their own play. Children know the daily routines. They find their own coats and wash their hands before meals. Children are well prepared for moving into the next room because their key person takes them for visits, working closely with their parents before the handover. Children enjoy nutritious meals and develop their physical skills as they take part in organised activities.

### Outcomes for children are good

Children make good progress from their individual starting points and ability. Children are able to be independent. Babies enjoy feeding themselves with their fingers and a spoon. Toddlers collect their own plates and cups before sitting for lunch and pre-school children serve themselves their meal. Children make friends and develop an understanding of how to work together and get along. These skills ensure that children are prepared for the next stage in their learning and for starting school when the time comes.

## Setting details

<b>Unique reference number</b>	EY483344
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	995756
<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>	100
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Ormiston Families Enterprises Limited
<b>Registered person unique reference number</b>	RP901720
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01473 724517

Treetots was registered in 2014 and is managed by Ormiston Families Enterprises Ltd. The nursery employs 16 members of childcare staff. Of these, 14 hold early years qualifications between level 2 and 6, including one with qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 8pm. The nursery provides funded early education for two-, three- and four-year-old children.

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