

# Treetops Pudsey

Littlemoor House, Littlemoor Road, Pudsey, West Yorkshire, LS28 8AL



<b>Inspection date</b>	10 November 2016
Previous inspection date	19 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
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

- Teaching is consistently of a very high quality. Staff monitor children's progress exceedingly well. They plan an inspiring range of activities that is highly responsive to children's needs. Children are exceptionally motivated learners who make excellent progress towards the early learning goals.
- The key-person system is facilitated splendidly. Children have developed exceedingly strong bonds with staff. They are extremely confident and thoroughly enjoy their time in the setting. Transitions into the setting and between rooms are seamless and are thoughtfully planned to fully support children's emotional well-being.
- The indoor and outdoor environments are vibrant and highly stimulating. They are cleverly designed and boast an impressive array of high-quality resources. Children eagerly follow their own interests and confidently make decisions about their play.
- Staff fully exploit opportunities to enhance children's communication and language skills. They use first-rate questioning techniques to help children express their ideas, thoughts and feelings. Staff working with babies expertly model conversational skills and skilfully introduce new words.
- Partnerships with parents are exemplary. Staff use highly effective information sharing practices to promote a shared approach to children's learning and care. They invite parents to attend workshops and open evenings where they provide details of ways they can support children's learning at home.
- Links with other settings and schools are excellent. Staff exchange in-depth information to promote consistency of care and learning for children.
- Staff and managers meet regularly to evaluate and review practice. They use innovative approaches to seek the views of parents and children, and fully consider these in their highly focused self-evaluation procedures.

## What the setting needs to do to improve further

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

- continue to review and enhance the existing monitoring systems to sustain the excellent levels of teaching that are in place.

### Inspection activities

- The inspector observed the quality of teaching during activities in all playrooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

### Inspector

Susie Prince

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The highly qualified manager has an uncompromising drive to maintain the highest possible standards. She uses excellent systems to supervise staff so that they are fully supported to carry out their roles and responsibilities. Staff are extremely well trained and translate their knowledge into practice superbly. They engage in a multitude of professional development activities which is highly focused on strengthening their teaching skills further. This helps to ensure that staff have the capacity to deliver first class learning experiences for children. The manager uses meticulous tracking systems to monitor children's progress. She carefully scrutinises this data and uses it to plan interventions and narrow any gaps in children's learning. The manager plans to use the sophisticated electronic monitoring systems even further to continue to develop the teaching practices of individual members of staff. The arrangements for safeguarding are effective. Recruitment procedures are highly robust and ensure that staff are thoroughly checked and vetted. Staff have an excellent knowledge and understanding of child protection issues and know how to raise any concerns.

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

Staff complete high-quality observations and assessments and use their findings to plan precisely for children's ongoing learning. They gather scrupulous information from parents and use this to personalise children's learning experiences. Children are highly motivated learners who become totally engrossed in activities. They have excellent concentration skills and have a strong exploratory impulse. Babies explore interesting objects using their senses. Children are captivated as they test their ideas and investigate how colours change. They join in with songs and competently count and calculate. Children pretend to prepare food and receive superior support from staff, who help to ignite their imagination. Activities offer children optimal challenge and significantly enhance their ability to problem solve. One example of this is when children methodically sort through keys until they find the right one to open a padlock. Staff are highly responsive to children's needs. They use first-rate interactions to stretch, guide and extend children's learning.

### Personal development, behaviour and welfare are outstanding

Children are impeccably behaved and show consideration to others. They are extremely confident and actively contribute to discussions and activities. Staff promote healthy lifestyles exceedingly well and educate children about healthy diets. Children in the older age groups have unrestricted access to superb outdoor areas and all children play outdoors daily. This helps to promote children's physical well-being very well.

### Outcomes for children are outstanding

All children make excellent progress in their learning and are exceptionally well prepared for school. They are highly independent and demonstrate a strong willingness to try new things. Children write for different purposes and hear and say initial letter sounds. Babies babble in response to staff's excellent interactions and older children are articulate communicators. Children play amicably together and are extremely imaginative and resourceful.

## Setting details

<b>Unique reference number</b>	EY223106
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1059627
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	156
<b>Name of registered person</b>	Treetops Nurseries Limited
<b>Registered person unique reference number</b>	RP900833
<b>Date of previous inspection</b>	19 November 2012
<b>Telephone number</b>	0113 2362248

Treetops Pudsey was registered in 2002. The setting employs 24 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 and above. The setting 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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