

# Treetops Oakwood

382 Bishops Drive, Oakwood, Derby, Derbyshire, DE21 2DF



## Inspection date

Previous inspection date

8 December 2016

25 April 2013

<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 inspirational, of a very high quality and worthy of dissemination. Staff are extremely dedicated, enthusiastic, and passionate early years educators.
- Staff have an expert understanding of how children like to learn. They use this knowledge to plan learning programmes that are inspiring and have breadth and challenge that reflect the individual needs, aptitudes, ages, and interests of children.
- The indoor and outdoor learning environments offer a wealth of vibrant, stimulating role play experiences. Children enthusiastically explore the innovative campsite and construction areas. They become deeply involved in their own imaginative play. Staff sensitively intervene to extend children's thinking and ideas.
- Outstanding relationships with parents significantly enhance the progress children make. Parents actively participate in helping their children accomplish focused homework tasks based on developing their individual next steps in learning.
- Staff place sharp focus on helping children develop strong foundations for future learning. All children, including those who speak English as an additional language, are confident and self-assured talkers. They make substantial and sustained progress from their starting points.
- Children show they feel extremely safe and very happy in the nursery. An extremely effective key-person system helps children form warm and secure attachments to all staff and their friends. Staff skilfully support children's emotional well-being through moves within the nursery, changes in their home life and their eventual move on to school.
- The regional, area, and nursery manager work exceptionally well together. They are well qualified, highly experienced, and inspirational leaders. They coach, supervise, and support staff exceptionally well.

## What the setting needs to do to improve further

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

- continue to evaluate the effect of the latest methods used to involve parents and assess the impact these have on the children's learning and development both at home and within the nursery.

### Inspection activities

- The inspector took a tour of the nursery with the manager, including the outdoor environment.
- The inspector observed the quality of teaching during children's activities indoors and outside and assessed the impact this has on the children's learning.
- The inspector conducted a joint observation with the manager. She also held a meeting with the manager and regional manager.
- The inspector spoke with the manager and staff, and interacted with children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and discussed the nursery's plans for improvement.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Managers highly value the views of staff, parents, and children. They effectively use these to bring about carefully planned improvements. Excellent relationships with professionals and other providers enable staff to share best practice. This provides them with continual ideas about how to extend the range of already inspirational ways to help parents support their children's learning at home. Safeguarding is effective. Staff are highly trained in recognising the signs and symptoms of abuse. They fully understand the procedures to follow should they have cause for concern about a child's welfare. Managers use rigorous methods of assessing the progress children make. This helps them to quickly identify areas in which children excel and highlight any gaps in their learning. Specific programmes of support are swiftly implemented. These provide further challenge for the most able children and provide additional support to those at risk of falling behind. A targeted programme of professional development helps to maintain teaching at outstanding levels.

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

All staff have very high expectations of what each child can achieve. They provide an exceptional range of resources that values and reflects the diversity of children's own experiences. Children regularly visit the local library to borrow reading books. They post letters at the post office and visit the supermarket where they buy items of food on their shopping list. They make biscuits to share with older members of the community at the local church. Staff encourage children to freely express themselves. Children experiment with a range of materials, tools, colour, design, texture, and form. They produce their own wonderful interpretations of a standing snowman and how a snowman may look after it has melted. Staff use a range of innovative ways to promote young children's early writing skills. One way they do this is by demonstrating how children can make marks, using crayons on paper stuck to the underside of a low table, while lying on their backs.

### Personal development, behaviour and welfare are outstanding

Older children listen intently to adults and their friends. They demonstrate exceptional levels of self-control and respect for each other. They thoroughly enjoy sharing their family photograph books with their friends and adults. This provides children with a very strong sense of belonging. Children skilfully put on their aprons and considerately help their friends to fasten theirs. Staff expertly and sensitively plan activities that help children know how to raise the alarm in the event of a fire and learn how to keep themselves safe when using the internet. Staff in the baby room are highly trained. High standards of care and hygiene practices ensure babies' well-being and personal care needs are extremely well met.

### Outcomes for children are outstanding

Babies inquisitively touch and smell small bags containing different textured material, such as sand, feathers, and sprigs of rosemary. Older children know how to switch off the torch as this preserves the battery life. Toddlers self-assuredly predict the toy train is too big to go under the bridge and determinedly find a train that is smaller. Children are learning the skills that help them to respect others, and contribute successfully to the wider society.

## Setting details

<b>Unique reference number</b>	258424
<b>Local authority</b>	Derby, City of
<b>Inspection number</b>	1063878
<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 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Treetops Nurseries Limited
<b>Registered person unique reference number</b>	RP900833
<b>Date of previous inspection</b>	25 April 2013
<b>Telephone number</b>	01332 281978

Treetops Oakwood was registered in 1991 and is managed by Treetops Nurseries Ltd. The nursery employs 21 members of childcare staff. Of these, two hold early years qualifications at level 4, 11 at level 3 and two at level 2. 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. It supports children who speak English as an additional language and those who have special educational needs.

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