

# Treetops Nursery

Doyle Gardens, London, NW10 3SQ



|                          |                 |
|--------------------------|-----------------|
| <b>Inspection date</b>   | 22 August 2017  |
| Previous inspection date | 13 October 2015 |

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

- Managers and staff have established secure procedures to assess and track children's skills. They identify their interests and their next steps in learning, and plan activities based on their needs. Children across the nursery make good progress.
- Staff effectively tailor practice to children's personal needs. They successfully manage children's moves to, and within, the nursery. Children are comfortable and build strong bonds with staff and peers. They settle quickly and enjoy their time at nursery.
- Qualified staff are effectively deployed in their rooms, according to ratios requirements. They supervise children, risk assess premises and monitor the safety of premises well. All staff hold first-aid qualifications and efficiently manage accidents and medication.
- The new management team has developed consistent procedures to supervise staff practice and teaching. Staff participate in regular training and benefit from opportunities for continuous professional development. Staff are confident in their roles.
- Managers follow thorough recruitment procedures and regularly check staff suitability. Staff follow strict procedures regarding the use of mobile phones and cameras, and fully understand their duty to prevent children from risk of harm.

### It is not yet outstanding because:

- Although staff have developed procedures to provide parents with information about children's learning, the partnerships between staff and parents are not fully embedded. Staff do not engage all parents in contributing to their children's learning at nursery.

## What the setting needs to do to improve further

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

- build on the arrangements to share information with parents to make it easier for them to contribute more in their children's experiences and learning at nursery.

### 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 spoke with staff and children at appropriate times during the inspection.
- The inspector completed joint observations of activities with the manager and room leaders.
- The inspector held meetings with the manager and area manager. She looked at relevant documentation and evidence of the suitability, qualification and training of staff working at the nursery.
- The inspector took account of the views of parents through written feedback provided and also spoke to parents during the inspection.

### Inspector

Karina Hemerling

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff take part in ongoing safeguarding training and confidently promote the child protection policy. They know the possible signs of abuse and the procedures to follow for the referrals of concerns. Staff, parents and children's voices form an integral part of the nursery's improvement plans, which include the support from the local authority. Qualified staff show a good capacity to continuously improve the services for children. Parents and staff praise the positive impact on children, following the immediate changes made by the new management. All children, including those who have special educational needs and/or disabilities, are safe and make rapid progress.

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

Qualified staff confidently promote the areas of learning across the nursery and children access resources to start their own play. Children also enjoy a good balance of adult-led activities, which effectively promotes their learning needs and interests. Younger children love singing and confidently request their favourite songs, using simple language, props and the song cards created by staff. Staff plan well-targeted educational programmes for children with plenty of indoor and outdoor learning opportunities. Older children find natural resources in the 'secret garden'. They are challenged by staff to describe and research the resources in books. Teaching is good and children progress well.

### Personal development, behaviour and welfare are good

Staff obtain detailed information from parents about children's personal requirements and maintain close partnerships with them to promote their ongoing needs. Staff are good role models and teach children to be polite and accepting of others. They engage parents to support their emotional needs. Children are praised and behave well. Staff effectively promote children's health. Meals are nutritious and children enjoy plenty of outdoor play and exercise every day. They are independent and learn to manage their personal needs. Children learn about each other and explore the varied cultures across their community.

### Outcomes for children are good

Children learn through play. They are enthusiastic and motivated to learn, fully enjoying the exciting activities available to them. For example, younger children enjoy playing with plastic balls. They learn to name colours, count and roll the balls to their peers while saying their names. Older children collect objects of different sizes from the garden and try to balance them on scales. They are confident communicators and use sophisticated mathematical language to describe what they are doing. They are effectively challenged to develop their skills across all areas of learning. Children make good progress, given their starting points, and gain the necessary skills to successfully start school.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY452032  |
| <b>Local authority</b>                           | Brent   |
| <b>Inspection number</b>                         | 1111540   |
| <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 |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 108   |
| <b>Number of children on roll</b>                | 137   |
| <b>Name of registered person</b>                 | SAI Children Centre Ltd                             |
| <b>Registered person unique reference number</b> | RP530212  |
| <b>Date of previous inspection</b>               | 13 October 2015                                     |
| <b>Telephone number</b>                          | 0208 9631259  |

Treetops Nursery registered in 2012. The nursery employs 25 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including one with early years professional status, one with qualified teacher status and three qualified to level 6. The nursery opens from 8am until 6pm on Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

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