

# Treetops Queen of Hearts

122 Rockingham Road, Kettering, Northamptonshire, NN16 9AG



## Inspection date

27 November 2017

Previous inspection date

30 October 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The deployment of staff is not always effectively managed. At times, the balance of qualified and unqualified members of staff working directly with the children is not given enough consideration in order to ensure children's individual care and learning needs are consistently met, particularly within the baby and toddler units.
- The arrangements for the performance management of staff are not effective enough. Managers do not sufficiently focus on helping staff to improve their knowledge and skills, to ensure their ongoing development and to raise the quality of teaching to a consistently good level.
- Staff do not use the information they gather from observations well enough to plan challenging activities based on children's individual interests and next steps in learning. Not all children make the progress of which they are capable.

### It has the following strengths

- Communication with parents, other early years providers and outside agencies is effective. This helps to support a shared approach to children's care and learning, including those who have special educational needs and/or disabilities.
- Children of all ages benefit from the daily opportunities to play outside. They use the well-resourced outdoor area and develop appropriate physical skills.
- Children and their parents are warmly welcomed into the nursery. Managers, staff and key persons are kind and friendly. Children are happy and settled.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure staff are deployed effectively at all times, to ensure children's care and learning needs are consistently met</li> </ul>	28/01/2018
<ul style="list-style-type: none"> <li>■ provide support for staff's teaching practice to ensure children benefit consistently from quality learning experiences that support their good progress</li> </ul>	28/01/2018
<ul style="list-style-type: none"> <li>■ ensure observations and assessments made on children's learning are used effectively to plan challenging activities that sharply focus on all children's identified learning needs, to help them make good progress.</li> </ul>	28/01/2018

### Inspection activities

- The inspection was carried out as part of a risk assessment process following information received by Ofsted.
- The inspectors observed the quality of teaching during activities indoors and outside. They assessed the impact this has on children's learning.
- The inspectors completed two joint observations with the manager.
- The inspectors held a meeting with the manager and regional manager and spoke to member of staff. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to children and parents during the inspection and took account of their views.

### Inspector

Claire Jenner

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Since the last inspection there have been some changes which have had a negative impact on certain aspects of the quality of the nursery provision. However, managers and staff demonstrate a commitment to make improvements. Ratios are maintained throughout the nursery. However, the deployment of staff is not effectively managed. In addition, supervision meetings do not sufficiently provide staff with targeted coaching and training. As a result, children's needs are not fully met, and good-quality teaching is not maintained throughout the nursery. Safeguarding is effective. Established recruitment and induction procedures are implemented by managers to help ensure staff are suitable. Procedures are in place to help ensure their ongoing suitability. Risk assessments are completed and reviewed by managers. Staff have completed paediatric first-aid training, which helps to ensure they know how to respond to minor accidents appropriately. Managers and staff know what to do if a child is at risk of harm and how to report any concerns about another member of staff.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching varies across the nursery. Sometimes staff do not give sufficient consideration to children's next steps when they interact with them. They miss opportunities to extend activities to sustain children's interest and promote their good progress. For example, children who are interested in construction and mathematical activities are not challenged to think about how to measure the towers they build safely. Staff make observations of children as they play. They complete assessments to help them see what children can do and need to do next. However, not all staff use this knowledge to plan activities that match children's individual needs and interests. This means that children are not consistently challenged and engaged in their learning. However, children play in a well-equipped environment. They have access to a range of resources indoors and outside that reflects their ages and abilities. For example, younger children play with toy dinosaurs. They describe the different sizes and colours, and recreate the sounds that they think they will make.

### **Personal development, behaviour and welfare require improvement**

Weaknesses in teaching and learning and the deployment of staff have a negative impact on some aspects of children's personal development and welfare. However, staff are positive role models and children behave well. They learn to play cooperatively, share and take turns. Children's good health is promoted. They enjoy a balance of freshly prepared meals and snacks that reflects their needs and follow good hygiene routines.

### **Outcomes for children require improvement**

Not all children make the best possible progress in their learning. However, they do acquire some skills that help to prepare them for their future learning. For example, children are confident to choose what they want to play with. Older children serve themselves food at mealtimes and younger children wipe their own faces and hands.

## Setting details

<b>Unique reference number</b>	220035
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	1117991
<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>	162
<b>Name of registered person</b>	Treetops Nurseries Limited
<b>Registered person unique reference number</b>	RP900833
<b>Date of previous inspection</b>	30 October 2014
<b>Telephone number</b>	01536 482809

Treetops Queen of Hearts registered in 1990. The nursery is open from 8am to 6pm, Monday to Friday, all year round, except for public holidays. There are currently 30 staff working directly with children. One member of staff holds a teaching qualification and 15 hold appropriate early years qualifications, including one with early years practitioner status. The nursery receives funding for the provision of free early education for 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.

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