

Treetop Nursery

396-398 Dunstable Road, Luton, Bedfordshire, LU4 8JT



Inspection date

4 December 2017

Previous inspection date

11 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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:

- Staff do not provide suitably challenging experiences for children on a daily basis. The next steps in children's learning are not precise or effective.
- Teaching is not consistently good enough to extend children's learning. Staff miss opportunities to further children's thinking skills and vocabulary during play.
- On occasion staff miss opportunities to explain the impact of children's actions to them. As a result, children do not gain full awareness of appropriate ways to behave.
- Designated safeguarding officers have not completed the relevant safeguarding training. This means that local child protection procedures are not embedded.

It has the following strengths

- Children are happy and independent. They select activities to play and persevere with the task at hand. For example, children use safety knives to cut real vegetables in the home corner, and they continue until the potatoes and aubergines are cut into many pieces.
- Established links with other settings support and improve staff professional development and practice.
- Staff build strong relationships with parents. They share information with parents about babies' daily routines to support their individual needs such as feeding and sleep routines.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ prioritise next steps effectively and use the information to plan a suitably challenging curriculum so that children make good progress 	09/02/2018
<ul style="list-style-type: none"> ■ improve teaching to support children's thinking skills and extend their vocabulary 	09/02/2018
<ul style="list-style-type: none"> ■ ensure practitioners designated to take lead responsibility for safeguarding have completed a relevant training course. 	09/02/2018

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

- build on existing strategies to manage children's behaviour in a consistent way, in order that children learn about the consequences of their behaviour and know that some behaviours are not acceptable

Inspection activities

- The inspectors observed general play and routines in the base rooms of the nursery and outside. They talked with the staff and children at appropriate times throughout the inspection.
- The inspectors looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspectors held joint discussions with the manager and deputy manager in relation to observations of the children's play, learning and progress.
- The inspectors spoke to a small number of parents.
- The inspectors reviewed the provider's self-evaluation.

Inspectors

Elke Rockey / Lorraine Meldrum Sunter

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff have a good basic understanding of the procedures they should follow to report any concerns they may have. The designated safeguarding officers have not yet completed training relevant to their role. Recruitment is thorough and ensures staff are suitable to work with children. Supervision and team meetings are used to help staff improve their practice. Managers observe practice to check what works well and identify what needs to improve. For example, they have identified systems to assess what children know and can are not good enough to ensure children make good progress in their learning. The manager has recently started to monitor the progress of different groups of children. However, it is still too early to see the impact this has in ensuring that all children make as much progress as they can.

Quality of teaching, learning and assessment requires improvement

Staff do not plan opportunities well enough to meet children's individual abilities. Some planned activities are too simple, and some are too difficult, for children's ages and stages of development. For example, staff ask older children to count objects when they are able to do this easily. They then ask younger children to identify the different sizes of items which is too hard for them. Too many next steps in children's learning are identified and as a result, children's learning is not well focused. Children have opportunities to make links with their home life. They pretend to feed dolls, put them on the potty and wash them in soap and water. Children play with dough and chalk outside. Younger children explore paint with their hands and brushes. These activities help to build children's small finger muscles. Staff share information regularly with parents about children's learning. Parents speak warmly about how they help their children learn at home with ideas from nursery. This supports continuity of education.

Personal development, behaviour and welfare require improvement

Staff do not explain clearly how a child's behaviour might affect their friends. For example, when children push past their friends with dolls in buggies, staff ask children to be gentle but do not explain the reason why they need to do this. Rules and routines are generally well established and help to promote children's independence. Staff are energetic and caring. The indoor play areas are bright and welcoming to the children. Children demonstrate they feel safe as they confidently choose where they play. They enjoy the outdoor area as they ride bikes, push dolls in buggies and play games with the staff. Children are offered fresh fruit to eat, which helps them to understand what is healthy.

Outcomes for children require improvement

Children do not make as much progress as they could from their starting points due to weaknesses in teaching. However, most children develop the basic skills and knowledge they need to start school. They know and join in with the words and actions to familiar songs. They listen at group times and answer questions about the weather. Children follow instructions in games and are able to put on their coats before going outside.

Setting details

Unique reference number	EY414131
Local authority	Luton
Inspection number	1122032
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 8
Total number of places	40
Number of children on roll	49
Name of registered person	Rabia Educational Trust
Registered person unique reference number	RP529976
Date of previous inspection	11 November 2014
Telephone number	01582563425

Treetop Nursery was registered in 2010 and is on the Early Years Register and the compulsory part of the Childcare Register. There are currently six staff working directly with the children; all of whom hold appropriate early years qualifications at level 2 and 3. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 4.30pm and children attend for a variety of sessions. There are currently 49 children attending who are all in the early years age group. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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