

Inspection date	21 November 2018
Previous inspection date	4 December 2017

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

The provision is good

- Managers have worked in close partnership with staff to review many areas of work and implement sustainable improvements. These changes have played a key role in the substantial development of the nursery since the last inspection.
- Staff organise indoor space well so that children play in a safe environment and access resources that are appropriate for their age and developmental stages. They also have time to interact in mixed age groups, supporting the development of their social skills.
- Improvements to the assessment and planning processes mean that children now participate in challenging activities and make good progress in their learning. Managers frequently check this progress and quickly address any weaker areas.
- Managers and staff complete training and actively use their new knowledge. They use additional methods to support children in developing their language and imagination. For example, children create stories and act these out.
- Staff have completed training and support children well in learning to manage their behaviour. Children are considerate of one another and often run to find the sand timer to help organise fair turn taking.

It is not yet outstanding because:

- Staff do not always make the best use of outdoor areas for children who prefer to play outside, to fully promote their enjoyment and development.
- Staff do not gain as much information as possible from parents about children's development at home to further enrich the daily planning.

What the setting needs to do to improve further

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

- enhance the use of outdoor areas to offer children, who prefer to learn outside, further play and learning opportunities
- enhance the procedures for parents to provide updates about their child's learning and development at home and make further use of this information to enrich the daily planning.

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 completed a joint observation with the interim manager and interim deputy manager. She talked with staff and children at appropriate times throughout the inspection.
- The inspector held a meeting with the interim manager, the interim deputy manager, the returning manager and the nominated person. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of leadership and management is good

Managers make good use of their qualifications and have successfully addressed the actions from the last inspection. They offer staff effective supervision and support them in developing their teaching skills. Managers obtain the views and ideas of children, parents, staff and other professionals to support their ongoing evaluation and development of the nursery. Arrangements for safeguarding are effective. Designated staff for this area have completed appropriate training and offer support to staff in recognising and reporting any concerns. Staff complete regular safeguarding training and understand the possible threats to children's welfare, for example, from exposure to extreme views and practices. Appropriate procedures support staff in working with other childcare providers to ensure that children's care is consistent.

Quality of teaching, learning and assessment is good

Children participate in interesting activities that support their learning. For example, they develop their writing skills as they write letters and post these. Staff help children to build their skills in solving problems. For example, they ask questions that encourage children to think further. When staff wonder how they can make stables for the toy animals, children eagerly gather further resources and use these to construct buildings. Staff join in with children's play and extend this. For instance, children playing musical instruments enthusiastically accept a song book from staff and sing along as they play. Staff use children's interests well as one of the ways in which they build on their learning. For instance, children who are interested in vehicles enjoy a walk to look at the different forms of transport. They develop their mathematical skills as they count the cars and record their findings. They develop their creativity as they make their own model vehicles.

Personal development, behaviour and welfare are good

Staff use the key-person system well to support them in gathering initial information from parents about children's needs. They use this information well to help children settle. For example, babies feel comforted when they have feeds and naps at the same time as at home. Children build secure relationships with staff who instinctively include them in their play and discussions. Children gain a good understanding of how to keep themselves safe and healthy. For example, children stretch and use their muscles when they play parachute games and are careful to allow enough space for one another. Children enjoy reviewing their assessment records, eagerly noting the progress they have made. This helps build their confidence and their ability to understand their own learning.

Outcomes for children are good

All children make good progress and develop essential skills in readiness for school. They learn to listen to one another and share their views. For example, they discuss the nursery rules and work together to complete an activity to determine healthy food options. They go on to talk about oral hygiene and readily learn and use new vocabulary, such as 'tooth decay' and 'cavity'. These ongoing opportunities support children who speak English as an additional language and they develop good communication skills.

Setting details

Unique reference number	EY414131
Local authority	Luton
Inspection number	10079615
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	50
Number of children on roll	24
Name of registered person	Rabia Educational Trust
Registered person unique reference number	RP529976
Date of previous inspection	4 December 2017
Telephone number	01582563425

Treetop Nursery registered in 2010. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday during term time only. Sessions are from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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