

Treetops Nursery, Toton

Inspection report for early years provision

Unique Reference Number	EY282318
Inspection date	06 July 2006
Inspector	Anne McKay
Setting Address	Minton Close, Chilwell, Beeston, Nottingham, Nottinghamshire, NG9 6PZ
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Registered person	Treetops Nurseries Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Treetops Nursery was previously known as Silvertrees Private Day Nursery. It opened in 1998 and was purchased in 2004 by the current owners who are part of the Treetops group of day nurseries. The nursery operates from four rooms in self contained, purpose built detached premises in Toton, which is in Nottinghamshire near to the Derbyshire border. A maximum of 65 children may attend the nursery at any one time. The nursery is open each weekday from 7:30 until 18:00 throughout the year with the exception of bank holidays, and three days at Christmas between Boxing Day and the New Year. All children share access to a secure outdoor play area.

There are currently 75 children aged from six weeks to under eight years on roll. Of these, 25 children receive funding for early education. Children attend for a variety of sessions and the majority come from the local community. The nursery currently supports children with special needs and children who speak English as an additional language.

The nursery employs 11 members of staff. Of these, nine hold appropriate early years qualifications and two are working towards a qualification. The nursery receives support from

the Nottinghamshire local authority and is working towards the National Day Nurseries quality Assurance award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good, clear procedures. They are protected from the risk of cross-infection through the staff's thorough cleaning routines and consistent good practice, such as wearing disposable gloves and aprons when serving food or when changing nappies. Children learn about safe hygiene practices through the daily routine and older children understand that they must wash their hands to prevent them from getting germs that might make them unwell. Accident and medication records are maintained in good detail and are shared responsibly with parents to ensure children receive consistent care. Relevant parental consent is obtained in writing to promote children's health and welfare including permission to obtain emergency medical treatment or advice if needed.

Children are very well nourished through a nutritionally balanced menu of meals and snacks. Food is freshly prepared on site and individual children's dietary requirements are catered for according to parents' wishes. Mealtimes are relaxed, social times so children can enjoy their food and are not rushed. Fresh drinking water is available to children at all times so they do not become thirsty or dehydrated. Staff are vigilant in ensuring children drink plenty of water during the hot weather. Children exercise daily either outside or through physical games and activities organised indoors. They have access to an excellent range of equipment that is suitable to promote their physical development and co-ordination.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a very welcoming and safe environment. The indoor and outdoor areas have been thoroughly assessed and action has been taken to minimise any potential risks to children. Children play with an excellent range of toys and activities that are suitable to promote their development in all areas. They can make their own choices because the toys are stored in cabinets where they can see what is available. They can either select suitable toys themselves or can ask staff for other items. Toys are checked regularly by staff to ensure they are in a clean and safe condition for children to play with. The furniture in each group room is suitable to the developmental age of the children being cared for so they can play, rest and eat in comfort. Some domestic style furniture has been ordered for the baby room to assist in children's developing mobility and to better reflect normal life experiences. Children are supervised at a level that is appropriate to their individual age, ability and level of understanding. This means they are able to develop their independence skills whilst being kept safe, both in the nursery and whilst on outings. Children are sufficiently protected by most staff's knowledge and understanding of their responsibility with regard to child protection. However, some staff do not have a secure knowledge of the child protection procedures and this has the potential to compromise the safety of a child.

Helping children achieve well and enjoy what they do

The provision is good.

Children have positive, secure relationships with staff so they settle to play and learn with confidence. The nursery has effective systems to help children to settle in and this is followed up by good levels of support for most children from their key workers to ensure their individual needs are met. There are some occasions when babies do not receive full individual support if only one member of staff is present. For example, if one baby needs rocking to sleep at the same time as another baby needs a bottle-feed. Children throughout the nursery are motivated and curious. They show interest in the activities and toys set out for them. Staff use the 'Birth to three matters' framework effectively to plan suitable activities for the children and to assess their development. Children learn new skills while they are playing because staff offer appropriate support and ask questions that challenge them and encourage them to think. Children make good progress in their social and communication skills. They express themselves confidently as they chat freely with staff and with each other whilst playing and during mealtimes. Children also have the opportunity to have French lessons. Children play purposefully and enjoy expressing themselves through a wide range of creative activities such as painting, sticking, singing and dancing. All children, including babies enjoy the sensory experience of exploring different textures in messy play. Children play imaginatively with the resources available, developing sustained role plays through which they explore their ideas and experiences and build confidence and self-esteem.

Nursery Education

The quality of teaching and learning of funded children is good. Children are making steady progress towards the early learning goals. Their attitude when they arrive is positive and enthusiastic. They are interested in the good range of activities provided, which ensures they remain engaged and motivated to learn. Staff have a good knowledge of the Foundation Stage and plan effectively across the six areas of learning. Staff make regular observations of children so they can monitor their progress and plan their individual next steps in learning. However, this progress is not effectively tracked from the beginning as individual children's starting points are not recorded. Good levels of staff support mean children receive a balance of child-initiated and adult-led activities which means children learn through their play. Staff use effective questioning techniques that help children think and reason within their play which promotes their learning. Activities are well planned so that all children can access them on an equal basis whilst receiving sufficient individual challenge.

The broad range of resources and activities available each day ensures children are given opportunities to make progress in all areas of learning although there are limited opportunities for them to initiate and develop confidence in their writing. For example, they are not encouraged to write their names on paintings or drawings and have very few opportunities to make marks during role play activities. Children's personal and social skills are a particular strength as they rapidly develop confidence and independence. Children make decisions and select resources independently. They behave well and work co-operatively together.

Children talk confidently. They take turns in conversations and persevere to make themselves understood. They use words effectively to share their experiences in a small group or to negotiate roles in imaginary role play. Children enjoy listening to stories and select books to look at for their own enjoyment. They create their own stories as a group and staff make these into books for them to share and enjoy. Children use numbers confidently within their play. This is supported by staff who use many opportunities initiated by the children to challenge them and extend

their learning. Children can count competently and begin to use basic addition and subtraction during the daily routine and when singing nursery rhymes. Children explore a range of different materials and textures in their play and in art and craft activities. They learn to predict and solve problems whilst making models. Children become absorbed in activities and often remain on task for an extended period of time, showing obvious pleasure in their achievements. This promotes their confidence and self-esteem.

Children learn about everyday technology through playing with a selection of toys such as an electronic globe. They also have access to a computer and learn to use a mouse to negotiate basic programmes. Children develop a sense of time and place through discussions at circle time that link their home and nursery experiences. They play with a very good selection of toys that reflect diversity and have visits from people in the community so they learn about the wider world. Children have good independence skills and these are promoted by staff who encourage children to pour their own drinks and put their own coats and shoes on. Children move around the nursery and negotiate space both indoors and outdoors with confidence. Children use small tools such as scissors and glue spreaders competently, showing good manipulative skills and co-ordination. They develop their physical skills and large muscle control such as climbing and balancing when they play outside with the excellent range of equipment.

Helping children make a positive contribution

The provision is good.

Children have their individual needs met consistently because staff work closely with parents. There is a daily verbal exchange of information between parents and staff to ensure information is kept up to date. Parents of younger children receive a written daily diary informing them of the level of care their children have received. Parents are also kept informed through a parents' notice board and a regular newsletter that is sent home to inform parents of what is going on in the nursery. All children are treated equally and activities are carefully planned to ensure all children are included. The nursery gives good levels of support to children with special needs and children who speak English as an additional language. Activities are planned and organised to ensure that all children are included and can access them equally. All children learn about wider society as they play with a very good range of toys that reflect diversity and through activities and stories shared with them by staff. Children throughout the nursery behave very well. They play harmoniously together, learn to share and to take turns. Staff manage behaviour sensitively according to children's individual age and level of understanding. Children are praised for positive behaviour and for their achievements. This develops children's confidence and positive self-esteem and encourages them to continue to behave well. The spiritual, moral, social and cultural development of funded children is fostered. For example, children learn about the food and customs of other cultures through their topic work.

The partnership with parents and carers of nursery education is good. There are strong, established links between home and the nursery which enable parents to support their children's learning at home. Parents are given clear information about the Curriculum guidance for the foundation stage when their children first receive funding. The planning is displayed on the notice board for parents to view and they are given copies of the detailed topic planning so they know what will be covered over the six areas of learning. Parents can see their children's development records on request and are invited to parents' evenings to discuss their children's progress.

Organisation

The organisation is good.

Children benefit from effective recruitment and vetting procedures that ensure suitable staff work with them. Clear and supportive induction processes help staff settle into the nursery and to understand the policies and procedures. Children are looked after by staff with good knowledge and experience of child development so they have suitable activities planned to promote their progress. High priority is given to on-going training to ensure staff enhance their existing knowledge and skills. Staff and resources are well organised to ensure that ratios are always met and that children have a safe environment in which they can rest, eat and play in comfort. However, there is currently only one member of staff based in the baby room. Although this meets adult:child ratios there is the potential for children's needs not being met consistently. The nursery's good practice is underpinned by clear and comprehensive policies and procedures. These are updated in line with current regulations. All essential documents and parental consents are in place, accurate and up to date.

The leadership and management of funded children is good. The manager and the senior worker with the funded children, who is also the named deputy manager, share a strong vision for the nursery education with a focus on continually improving the outcomes for the children. The manager motivates staff through setting a strong role model. Staff are very well supported through access to relevant training courses. All staff who work with the funded children have a secure knowledge and understanding of the Curriculum guidance for the foundation stage and have the ability to plan and implement learning opportunities for children across the six areas of learning. The manager and deputy manager regularly evaluate the delivery of the curriculum and they monitor the progress of the children. Advice and support is appropriately sought from the local authority.

Overall, children's needs are met.

Improvements since the last inspection

The nursery has made a number of improvements since the last inspection. They have reviewed their contingency plan to ensure that staff who are employed to work directly with the children do not have to take over the food preparation if the chef is unavailable for work. The nursery ensures that any person who is involved in food preparation complies with regulations relating to food safety and hygiene. The nursery now has efficient systems in place to ensure that staff to child ratios are maintained at all times and that the manager is always supernumerary. This promotes the safety and welfare of the children. A record is kept on site of every person who is employed on the premises so they have all details to hand if needed, for example when they need to implement their contingency plan to maintain ratios should a member of staff be ill. Children throughout the nursery now have sufficient space to play and have daily access to a good selection of toys that reflect positive images of diversity so they can learn about wider society. Funded children now benefit from clear planning that identifies different learning intentions for more able children, ensuring they are appropriately challenged to enable them to progress. Staff who work with the funded children are deployed well within the room to ensure children always have sufficient support to extend their play.

Complaints since the last inspection

There have been two complaints made to Ofsted since the last inspection.

Ofsted received a complaint which raised concerns about insufficient staff and about the preparation and handling of food. Ofsted conducted an unannounced visit to the provision on 19 October 2005 to consider these concerns in relation to National Standards 2 (Organisation), 7 (Health) and 14 (Documentation). As a result of the investigation the provider was given an action under Standard 2 to ensure adult/child ratios are maintained and additional staff are available to prepare meals and to maintain the premises and equipment; under Standard 7 to ensure those responsible for the preparation and handling of food are fully aware of, and comply with regulations relating to food safety and hygiene; and under Standard 14 to ensure a record is maintained of every person employed on the premises. The registered person continues to be qualified for registration.

Ofsted received a complaint that raised concerns regarding inadequate staff:child ratios; inappropriate group sizes; inadequate exchange of information between parents and staff members and that children were left unsupervised when dropped off at their schools. These concerns related to National Standards 2 (Organisation), 4 (Physical Environment), 6 (Safety) and 12 (Working in partnership with parents and carers). Ofsted conducted an unannounced visit on 29 June 2006 and found no evidence to suggest a breach of National Standards. No further action was required and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all staff are secure in their knowledge and understanding of the child protection procedures
- ensure staff are deployed effectively to meet individual children's needs at all times

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the planning to include clear records of children's starting points so their individual progress can be more effectively tracked
- improve the opportunities for children to initiate the use of writing in their play.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk