



Treetops PDN

Inspection report for early years provision

Unique Reference Number	EY256531
Inspection date	15 September 2005
Inspector	Karen Ann Byfleet
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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 Day Nursery opened in 2003. It operates from a purpose built building close to Matlock town centre. It is part of the Treetops chain of nurseries.

There are currently 79 children from 4 months to 5 years on roll. This includes 28 funded 3 and 4 year-olds. Children attend for a variety of sessions. There are no children attending with special education needs or children who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00. There are 18 staff on both a full and part time basis who work with the children. Over half the staff have relevant early years qualifications to level 2 or 3. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in an environment where staff follow good hygiene procedures, although they are not always consistent throughout the setting. For example, children eat their snacks straight from the table, with no plates. Children learn to maintain good personal hygiene routines through washing their hands after using the toilet and before eating. Babies are relaxed during feeds and nappy changes as a result of staff performing these in a comfortable and caring way. Toddlers are well supported during toilet training. Cross infection is minimised because staff follow procedures carefully regarding the cleaning of toys and equipment. Appropriate measures are in place for the recording of accidents and written consent is obtained from parents, for staff to administer any medication, ensuring children's health needs are met.

All children's dietary needs are clearly displayed around the setting, especially in the kitchen area to remind staff as they prepare snacks and meals. Children enjoy a varied and nutritious diet of fresh ingredients such as fruit, vegetables and meat. Children's likes and dislikes are taken into account and they are encouraged to drink water whenever they wish.

All children enjoy regular opportunities for large physical play. Older children have access to large equipment such as climbing frames. They play ball games and running games and enjoy dance and drama. Babies are encouraged to crawl and move around indoors and are developing small hand skills through for example, picking up and holding toys.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure, well maintained environment, which is bright, airy and welcoming. Although, within the baby area there is little ventilation. Regular risk assessments ensure that resources are suitable for their purpose and necessary safety equipment, such as harnesses on high chairs and electric socket covers, are in place to maintain children's safety. Children are able to move around both indoors and outdoors in comfort, with furniture and equipment being set out so that clear walkways are maintained. When taking children out on visits into the local community, for example to the library, staff ensure children are kept safe by maintaining appropriate ratios and obtaining written parental permission to take the children off the premises.

Access to the building is carefully monitored. Visitors are asked to show identification

and to sign in and out of the building. The nursery ensures children are cared for by suitable adults as they follow a vetting procedure for all staff. Children's welfare is further enhanced as all staff attend training in child protection and have a good understanding of the nursery's procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are comfortable and settled within the setting. Staff relate to the children sensitively and provide a wide range of activities which are stimulating and interesting.

Babies and toddlers are comforted and their physical needs, such as feeding and nappy changing are carried out with care and competence. They enjoy a wide range of activities which stimulate their senses such as, musical toys and mirrors. As they get older they enjoy activities such as sand, water play and painting activities and they have regular opportunities to develop their physical skills with the small climbing frame. Staff assess and record the progress of the under three's, using the 'Birth to three matters' Framework. They use their observations well to inform future planning to ensure children continue to develop and make progress.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making generally good progress towards the early learning goals in all areas of the curriculum. They are happy and settled within the environment and confidently approach the adults caring for them and visitors to the setting. During activities and routines, children are encouraged to talk about their own experiences and their families. They enjoy looking at books, re-telling familiar stories and acting them out with confidence and enjoyment. For example, they re-tell 'The Hungry Caterpillar' when tasting a variety of fruits. They are able to freely access writing materials, although, these are not as inviting as they could be, for example there are broken pencils and felt tip pens that don't all work. Children recognise their name and older more able children can write their own name. Children enjoy making music, using a variety of musical instruments. They listen to tapes and are able to follow instructions to move around using different movements with their bodies. They have access to a computer but their access to other programmable toys is limited. They show an understanding of mathematical concepts through weighing and measuring when they bake and through growing seeds. Children are encouraged to help tidy away activities and to put their own chairs away after snack. However, staff do not always talk to the children about the safety aspect and how to carry their chairs safely to avoid any accidents. Children enjoy and participate in a full range of outdoor activities which encourage them to develop their physical skills.

Children are achieving as a result of the staff's appropriate knowledge and understanding of the foundation stage curriculum. They have a clear understanding of using observations they make of the children's development to inform future planning in order to extend the children's learning. Through an effective key worker system, they focus activities to ensure all areas of learning are covered over the year.

However, staff need to ensure that children have opportunities to develop their exploration of colour, through, for example, mixing paints for themselves.

Helping children make a positive contribution

The provision is good.

Useful discussions and exchange of information with parents, ensures children are known as individuals. Children are beginning to learn about the wider world through planned activities such as, celebrating Chinese New Year, Birthdays and Diwali. Staff ensure all children are able to participate in all planned activities throughout the day. Children behave well and respond to the good role models being set by staff. They use distraction and re-direction for the younger babies and toddlers and explanation for older children. Their calm approach helps children to develop their understanding of right and wrong. Children are beginning to show concern for others and they take pride in their achievements. Overall, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good and contributes to children's well-being. They are informed of how the nursery functions through, for example, good initial information and ongoing exchange with staff. Daily diaries used to share information about babies and young toddlers are used effectively and older children are encouraged to talk to parents about what they have been doing and what they have eaten. Play plans and menus are displayed where parents can easily see them. Parental involvement in their children's learning is encouraged by staff through them asking for re-cycled items from home and explaining how the children are going to use them and the areas of learning they will be covering.

Organisation

The organisation is good.

Children benefit from being well cared for in well organised premises and by a staff group who are mostly qualified with a mixture of experiences. There is clear leadership and management and staff are delegated roles and responsibilities which they fulfil. An effective induction and appraisal system ensure staff's training and development needs are monitored and addressed. Comprehensive policies and procedures support everyday practice and ensure that staff have a consistent approach to children's care. The provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last inspection children in the pre-school room have started to develop their self help skills. They use the toilet independently and at snack time they are able to pour out their own drinks. Staff also encourage the children to help tidy away activities. The progress and development of the children in the one to two year age group is enhanced by the staff developing their planning with the use of the 'Birth to

three matters' Framework. This enables them to plan suitable age appropriate activities using observations they make and record on the children's development records.

Complaints since the last inspection

There are no complaints to report.

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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 staff are consistent in hygiene procedures
- ensure the baby room is well ventilated
- ensure children develop an understanding of safety issues within the setting.

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):

- provide children with regular opportunities to explore colour and paints and to have access to a well resourced writing area
- provide opportunities for children to access programmable toys and resources on a regular basis.

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