

# Treetops PDN

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY256531
<b>Inspection date</b>	05 June 2008
<b>Inspector</b>	Yvonne Layton
<b>Setting Address</b>	Chesterfield Road, Matlock, Derbyshire, DE4 3DQ
<b>Telephone number</b>	01629 581007
<b>E-mail</b>	treetopsmatlock@yahoo.com
<b>Registered person</b>	Treetops Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory.

### WHAT SORT OF SETTING IS IT?

Treetops Day Nursery opened in 2003. It operates from a purpose built building in Matlock, Derbyshire. It is part of the Treetops chain of nurseries. A maximum of 82 children may attend the nursery at any one time. The setting is open five days a week all year round. Sessions are from 08:00 until 18:00. All children have access to a secure enclosed outdoor play areas.

There are currently 136 children from three months to five years on roll. This includes 33 children who receive funded nursery education. The setting supports children with learning disabilities or difficulties.

There are 18 staff on both a permanent and relief basis who work with the children. Most of the staff have relevant early years qualifications or are working towards a recognised qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children stay healthy because the staff follow effective procedures and practices which meet children's, nutritional, physical and health needs. The sound adult support and guidance helps them gain a clear understanding of hygiene and a real desire to become increasingly independent. All children are well used to the established routine of washing their hands prior to eating and after activities. They learn about good hygiene through pictorial reminders throughout the setting and freely access tissues and paper towels from dispensers in each base room. Children's health is protected as staff consistently follow effective hygiene procedures. They use anti-bacterial spray on the tables, children have individual face cloths for washing after eating and staff wear aprons and gloves when changing nappies and handling food. There is an established routine of disinfecting the changing mats after each use and in each room there is recorded daily check list for monitoring the environment and cleaning equipment and resources. Children's personal care needs are undertaken with sensitivity and daily records are maintained for parents to highlight any issues. All children are able to rest and sleep according to their needs in a comfortable, safe environment, with established hygiene routines which ensure their well-being.

The needs of children are met effectively if they have an accident, require medication or are sick. Staff hold required first aid certificates and first aid boxes are readily accessible. Accident and medication records are well maintained and shared with parents.

Balanced and nutritious meals and snacks ensure children are well nourished. All meals and snacks are recorded on a menu for parents to see. Individual health and dietary needs are met because practitioners and the parents work together, all allergies are recorded. Meals are made from mainly fresh ingredients and herbs are used to provide flavour as no salt is used. Children also learn about healthy eating and living through planned themes such as baking, food tasting and by spontaneous discussion with staff. Older children enjoy a free choice snack time where they independently select and serve themselves thus increasing independence. Drinking water is available in base rooms. However, children's welfare is potentially affected as it is not easily accessible to the children, there are no procedures in place for individual beakers and routines in the preschool room are not consistently followed.

Children explore, test and develop physical control in stimulating daily indoor and outdoor experiences. They learn about themselves and their bodies through planned themes and free choice activities such as action rhymes, exercise sessions and skill activities, including balancing and ball skills. These activities are supported with opportunities for children to participate in group games and they have daily use of a wide range of physical play resources. These include bats and balls, climbing and balancing apparatus and wheeled toys. All children experience outside play at the provision as they have access to a variety of play areas, including balconies where they can explore and investigate.

The setting also provides opportunities for parents to involve their children in additional activities such as swimming and dance sessions.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children benefit from a welcoming, stimulating, clean and well-maintained environment. The provision is decorated with posters, photographs, themed displays and children's own creative work. They have access to a wide range of resources, toys and equipment that meet their developmental needs well. However, extra vigilance is required as potentially children's enjoyment could be influenced as some of the resources are not suitable for their purpose. For example, some books are torn and the 'hairstylist' heads are worn, of which one has little hair and there are few accessories. Some activities with dolls are offered with no clothes for children to dress them in. The staff monitor and keep records of the maintenance of play materials, equipment and resources to ensure they are safe and clean for the children to use.

Children are cared for in a setting where risks are identified and minimised and all reasonable steps are taken to ensure they are cared for in a secure environment. They are protected by the effective security of the premises both indoors and outside. Detailed safety policies, procedures and risk assessments, which staff adhere to well, ensure children remain safe. All required safety consents are in place, supported by many additional consents to further protect the children. Children are actively learning about personal safety by staff's consistent expectation and reminders. For example, children are well used to the routine for using the stairs and respond naturally to queue forming when moving out of rooms. Children's safety is further protected as the setting only offers soft fruits for babies and younger children and when older children visit the toilet they are accompanied by an established staff member.

Established fire evacuation procedures, fire drill practices and subsequent evaluations ensure children develop a sound understanding of the need for fire safety and are kept safe.

Children's welfare is well protected as the staff have good knowledge and a clear understanding of their role and responsibilities with regard to the safeguarding children procedures. This is supported by ongoing training. The procedures relating to the safeguarding children are made available for parents.

## **Helping children achieve well and enjoy what they do**

The provision is good.

All of the children are settled in the nursery and have a friendly, warm relationship with the staff. The children are confident and keen to access the range of play activities offered. The children develop strong socialisation skills as they are supported to share and assist each other. The mix of focussed planned activities, for example, group time, outside play and free choice play ensures children develop independence as well as becoming used to routines and working together. Overall all staff promote learning well through supporting children when required and their expert practice of knowing when to stand back and let children develop their own ideas, such as with creative and role play. Staff verbally share information regarding the child with parents or carers after each session.

Children aged under three have access to well resourced rooms and facilities. Babies and younger children have freedom to explore and investigate using a good range of equipment which is used to provide the stimulating experience. This includes large wall mirrors at baby height in the baby and toddler rooms. Activities are provided that are stimulating and exciting. For example, babies are offered 'interesting', tactile objects within a sensory corner. This includes home-made equipment such as a rattle made from cardboard tubes and glitter bottles from

old plastic bottles and water containers. They are able to experience activities that stimulate the senses. Babies and toddlers experiment with a variety of creative media such as paint and glue. Young children are appropriately challenged and encouraged to participate in activities by staff that encourage them to think and work things out for themselves. They are secure in a warm and caring environment where staff give appropriate cuddles and comfort.

Planning of activities and detailed assessment records are maintained for all children relating to 'Birth to three matters' with a focus on observations and evaluation of individual progression. This assists staff to promote individual learning.

#### Nursery Education.

It is recognised that the staff involved in the provision of funded nursery education are relatively new to the room. In discussion staff demonstrated clear plans and ideas about what they wish to achieve and develop. The manager of the setting is in the process of developing the provision and is currently reorganising.

The quality of teaching and learning is satisfactory. Children make steady progress towards the early learning goals as staff have a suitable understanding of the basics of the 'Foundation Stage'. Children show interest in a range of generally purposeful activities and experiences. Teaching is not particularly innovative and has some minor deficiencies. Some of the planned activities do not provide sufficient content to challenge children's thinking and expand experience. Staff are not confident in their knowledge of how to extend such activities to enable children to explore and reach their full potential. Staff do not fully understand the concept of child initiated activities. The children are able to self-select all resources and activities and freely do so. However, this sometimes results in some activities having a complicated mix of resources and potentially results in limiting children's play experiences and children's learning.

Planning ensures that all areas of learning are covered within activities and over a period of time. Staff demonstrate they know which aspect of learning the activities are related. However, there is an impact on children's learning as the evaluation and children's future learning has ceased to be completed on the focussed activity planning. Individual development and progress assessments are in place based on the early learning goals. However, these are not accessible and have either not been started or are not up to date. Therefore a clear picture of what stage of learning and how children can be progressed cannot be confidently assessed.

Children are happy and settled and enjoy coming to the setting. They are sufficiently confident and self-assured to work and play independently or in groups. They are suitably challenged by staff that use open ended questions to develop potential effectively during such activities. Children are able to reason, they readily question and challenge. They are confident communicators. This demonstrates children have a positive approach to new experiences and can use thought processes as they explore and investigate.

Children respond appropriately to realistic adult expectations for acceptable behaviour so learning can take place. Staff provide a secure environment and manage children's behaviour well and consistently. Children are able to accept responsibility for their actions with adult support and they know about the need for simple rules. They readily share, take turns and support each other. Children relate well to their peers, staff and visitors demonstrating confident personalities. However, children's social skills and sense of being part of a community within the setting is not fully promoted as there are no established routines or clear expectations for them to take responsibility for the care of toys and resources or to help keep their room tidy.

Children are developing good recall as they listen to rhymes and stories. They have access to a wide range of mark-making resources. This includes a free choice mark-making area where there is a range of different felt pens, crayons and pencils. Alongside these are items such as rulers, pencil sharpeners and notebooks. Some children form recognisable letters and can write their name competently. However, although there is a variety of written text throughout the area children's experience of seeing and using their own name in written form is limited. Individual name cards previously used at snack and meal time are no longer used and most examples of children's work are not named.

Children are developing an understanding of mathematics. The environment is number rich and there is an allocated area with mathematical games and activities. They spontaneously use their knowledge effectively during play.

Children are developing an awareness of others such as fund raising for a charity in Africa. They are supported to learn about the world around them through themes and activities including personal, national and international celebrations. The needs of the natural world are beginning to be understood as children enjoy the varied topics presented by staff, such as a visit to a garden centre where they choose and bought plants to grow in the nursery garden. An allocated space in the nursery grounds is being developed into a children's vegetable and flower garden. The theme has been enhanced by the imaginative play area being turned into a garden centre with flowers, magazines and shop. Children's learning about technology is appropriately supported as they have access to small remote control cars, children's cameras and play tills. They have free access to the computer. Children learn about their local area, family life and are eager to discuss their own families.

Children's physical development is promoted through a balanced programme of activities. Their fine manipulative skills are enhanced through the use of a range of small resources such as using scissors during craft activities and using pencil sharpeners and rulers. Outdoor play provides opportunities to run freely, balance, pedal, wheeled toys, catch and throw and kick balls. All of which children enthusiastically engage in and are fully supported to develop their potential.

Children have varied opportunities to develop their creative experiences as they have access to a range of craft activities on a free choice and planned basis in a separate area. They readily make their own decisions regarding the design and the content of their work. Musical opportunities are varied. This includes daily singing and rhyme sessions. Children have opportunities to experience a range of imaginative and role play experiences both planned and free choice. For example they had opportunity to explore African dress and culture through a visitor to the setting and the imaginative area is used for themed play.

### **Helping children make a positive contribution**

The provision is good.

Children are valued and individual needs are respected. All children have access to all activities. For example babies and toddlers experience art and craft. Staff use discussion with parents and carers and outside agencies, when necessary, to ensure specific individual requirements are met. The needs of children who have learning disabilities and/or difficulties are recognised and met sensitively. Staff are well supported by a sound policy regarding learning disabilities and/or difficulties which details how the service will be provided to children.

Children develop a good understanding of how everyone positively contributes in society. Resources which promote and represent the wider community are widely available including, through books, themes and craft work which effectively enhances the children's awareness. Children's spiritual, moral, social and cultural development is fostered.

Children develop a sound sense of independence and self-worth as they, including toddlers are encouraged appropriately to share and take turns. Older children's self esteem is promoted by the setting's use of a 'Pride Tree' where personal and social achievements are on display alongside a photograph of the child. Children respond to staff's consistent reminders naturally. The use of praise, encouragement and positive reinforcement contributes effectively to the children developing good social skills and a sense of belonging to a wider family group.

Partnership with parents and carers is good. Children's well-being is supported as all parents and carers receive written and verbal information about the services provided and how their child will be cared for. They have free access to the settings policies and procedures. Daily care and activity diaries are presented and parents receive information leaflets about each age area as their child progresses through the setting. This includes details relating to the 'Birth to three matters' framework.

The partnership with parents and carers of nursery education funded children is satisfactory. Parents are kept informed by a leaflet relating to the Foundation stage and plans of activities and themes are on display for them to view. They are informed about themes and invited to provide relevant items for them. However, parents information about their child's development and progress is limited therefore children's learning is not fully supported. Although there is a commitment for parents to have free access to their child's assessment records the records are not easily accessible. Currently, they are either not completed or up to date. Staff do informally discuss with parents what their child has done and their achievements.

## **Organisation**

The organisation is good.

Overall, the provision meets the needs of the range of children for whom it provides. This is a strong provision. It is successful at making sure that the outcomes for children are positive. The childcare practice is sound. Regular staff meetings at all levels and the commitment to develop staff through training ensure that children receive care from suitable adults. Staff are deployed well within the setting and they move around to ensure all children are included. This is enhanced by a written daily staff rota for meal breaks. Continuity of children's care is promoted by the good organisation of the management, staff and use of the premises.

Children are in the care of qualified, experienced staff that support them to ensure they are happy and settled in the nursery. Generally effective planning of activities and good use of resources, equipment and facilities ensures children's time in the setting is worthwhile and challenging. The manager has clear focus on what areas need to be developed. The staff know each other well and this contributes to the pleasant atmosphere, created by the staff team, in which the children learn and play.

Leadership and management for nursery education is satisfactory. The three and the four-year-olds are making steady progress towards the early learning goals. The leadership of the setting understands there are areas to be addressed and there is a commitment to improve these areas. The leadership of the setting has a clear vision for the setting to support the

children in their personal development to reach their potential. Staff have a suitable understanding of the basic principles of the early learning goals.

The welfare, care and learning of the children are well promoted through the efficient maintenance of records, policies and procedures both required and additional for the efficient and safe management of the provision. Documents are stored securely and safely in order to ensure children's privacy.

### **Improvements since the last inspection**

At the last inspection recommendations were raised to ensure all staff are consistent in hygiene practices, the baby room is well ventilated and children in preschool develop an understanding of safety issues.

Children's health safety and welfare is protected as staff are consistent in that children always have their own plates at snack time, babies are protected as there a systems in place to ensure the baby room is adequately ventilated and children in the preschool room respond to staff's established safety routines.

At the previous nursery education inspection the setting agreed to provide opportunities for children to access programmable toys and resources on a regular basis. To enable them to explore colour and paints and to have access to a well resourced writing area.

Children's learning is promoted as they have free access to a well resourced mark-making area. They have opportunities to access programmable toys. For example a computer, remote control cars, children's telephones, tills and cameras. They are able to express themselves and build on their imagination as they have access to a variety of creative media including using different paint techniques and collage to explore colour.

### **Complaints since the last inspection**

Since the last inspection there have been two complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The complaints related to National Standard 2 Organisation, National Standard 3 Care, Learning and Play, National Standard 4 Physical Environment and National Standard 14 Documentation. Concerns were raised over staff deployment, the meeting of babies and children under two individual needs and that adequate heating was not maintained in all areas. The setting had not recorded all investigations in the complaint log. Ofsted undertook an unannounced visit. As a result of this the provider reviewed and updated the key worker system. Where children under two are being cared for in the same environment clear areas have been defined for the differing age groups. Issues with heating are now resolved and adequate temperatures are now maintained and monitored. The setting has completed the complaints log. Ofsted was satisfied that by taking these steps the provider remained qualified for registration at the time the investigations were closed.

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

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 satisfactory.

### 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 fresh drinking water is available to children at all times, with particular regard to accessibility
- ensure toys and resources are consistently provided which help to create a stimulating environment with particular regard to the quality of some resources and content of activities.

#### 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):

- develop further staff's understanding of child initiated activities and knowledge of presenting activities that expand and challenge children's learning
- ensure focussed activity planning and children's assessments/progress records are consistently completed
- develop further children's sense of self and being part of a wider family group by extending the opportunities for them to use/see their own names in text and encouraging them to care for toys and resources
- develop further partnership with parents by extending the information they receive about their child's development and progress.

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