

Treetops Nursery, Toton

Inspection report for early years provision

Unique reference number EY282318
Inspection date 16/11/2009
Inspector Georgina Walker

Setting address Minton Close, Chilwell, Beeston, Nottingham,
Nottinghamshire, NG9 6PZ
Telephone number 0115 9732311
Email Manager@silvertrees.fsbusiness.co.uk
Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Treetops Nursery, Toton originally opened in 1998 and changed ownership in 2004. The nursery operates from four rooms in purpose built, detached premises on the Toton/Chilwell border, Nottinghamshire. The nursery serves families from the local and surrounding area. There are no steps or ramp required to access the premises. There is a secure outdoor play area for each age range.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register, to care for 65 children from birth to eight years and there are currently 103 children in the early years age range on roll. This includes children who receive funding for early education. The setting does share and seek information in partnership with other Early Years Foundation Stage (EYFS) settings the children attend, or will attend. The setting currently supports children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.

The nursery opens five days a week all year round, except Bank Holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6.00pm. The setting employs nine full-time staff and four part-time members of staff who work with the children. There is also a pool of five support staff to cover absences. Most of the staff hold appropriate early years qualifications. Four staff are undertaking child care related degrees. The nursery is one of 26 owned by Treetops Nurseries Limited. Day to day responsibility of the nursery is delegated to the manager and staff. The setting receives support from a member of staff from the local authority and is a member of the National Day Nurseries Association (NDNA). The setting holds the NDNA Quality Counts, Accreditation Grade Two and the Investors in People Award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. A welcoming environment is created to ensure all children are happy and enjoy themselves as learn through their play. Children engage in an exciting range of outstanding activities and make substantial progress in their learning and development. The inclusion of all children is successfully promoted and their unique needs addressed as there are excellent relationships formed between staff, parents, carers and relevant agencies. Ongoing evaluation of the service and improvement plans contribute to the welfare and learning requirements being constantly monitored, and practices improved for the benefit of the children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure staff are robust in monitoring and removing potential hazards to children.

The effectiveness of leadership and management of the early years provision

Recommendations from the last inspection have been addressed to meet previous and current legislation. Parents can be assured this assists in promoting the safety and well-being of the children to a high standard. Staff attendance at training and a commitment to increasing knowledge and qualification status supports the children's learning experiences. All staff are now familiar with the child protection procedures and have updated their knowledge by attending training. There are effective records maintained to ensure all persons have relevant suitability checks to assist in safeguarding the children. Staff are effectively and efficiently deployed, with excellent records clearly showing who cares for the children at all times. Supernumerary or part-time and support staff are available to cover absences to ensure ratios are maintained by persons the children know. Self-evaluation is a worthwhile, ongoing aspect of the setting to identify tasks for continuous improvement with a company incentive scheme assisting in these endeavours. Risk assessments are generally superior although they do not include two potential hazards indoors and one outdoors.

A comprehensive staff induction regarding policies and practices contributes to safeguarding children. Reporting of accidents and the record keeping of any medication administered is exemplary. Robust hygiene and cleaning procedures are followed by staff to prevent cross-infection. Children are encouraged to develop good hygiene practices and spontaneously use the foam sanitizers in the pre-school playroom. The environment is decorated with an extensive variety of posters, photographs and children's craft work to ensure the premises are bright, cheerful and very welcoming to the children. Copies of policies and procedures are available to parents and through consistent discussions, questionnaires, written information in newsletters, daily diaries for younger children and verbal information shared by the staff, very effective partnerships are formed. Parents and carers are invited to the parents evenings twice a year and to join in outings to the zoo or pantomime. Grandparents are also invited to play and have tea served by the older children.

Extensive information about their child is provided by parents and carers on admittance and when children move to the next room more detail is recorded on transition sheets. Appropriate words are sought from parents to assist with children's care and individual need in a range of languages children speak. Inclusion of all children is given utmost priority and advice and resources sought from other professionals when necessary successfully assists with integration. Sign language is used throughout the nursery to great effect. Festivals and celebrations are extensively included in the planning of activities, including fund raising as children make cakes for 'Children In Need' day. Parents are aware their child's purposeful development records can be read and discussed at any time or at the planned open evenings. Children's progress is recorded on worthwhile documents to share with parents and other EYFS settings children attend to ensure

consistency in promoting the next steps of development. The forward thinking staff organise visits to the schools children move on to, and fruitful partnerships are formed with staff from those schools.

The quality and standards of the early years provision and outcomes for children

A key person for each child ensures children develop their potential rapidly towards the early learning goals through all staff using their considerable expertise and experience. Planning is ongoing for individual children to ensure progress for each child and next steps are consistently included. The dynamic staff create inspiring activities and children thrive and are eager to engage in the substantial range presented. Observation and assessment is extensive. There are opportunities for parents to record information and be involved in the children's learning, for example, by borrowing books or resources to take home to bake or paint. This comprehensive information for each child gives a clear picture of overall progress. The setting is unquestionably proactive in setting targets for improvement and have obtained funding to improve free flow access to outdoors which will allow outdoor play under a covered area. This area is already substantially resourced and extremely welcoming for planned and child-instigated imaginary and physical play opportunities. Outdoor play is accessed in all types of weather to create a healthy lifestyle, develop a substantial range of skills, and learn about nature. The children voted to have two guinea pigs which they help to care for, as well as the fish they take turns to feed. Babies and toddlers have their own designated outdoor play areas which enables them to develop skills safely.

Children develop a positive awareness of themselves and their needs through expert practice from staff. The children consistently learn skills which they will require in the future and have a positive understanding of differences in society and the world around them. The children are well-behaved and some have helped to make the display about the rules they must follow. They respond positively to staff who teach children safety indoors and on outings into the community. Children develop a positive awareness of their thirst needs and help themselves to drinks of water in their own labelled sport-type bottles or beakers. They have a good knowledge of healthy eating, for example, at snack time choosing fruit and water, milk or fresh orange juice to drink. At lunch time the older children competently serve themselves shepherd's pie and vegetable followed by pureed fruit, all freshly prepared on the premises. Excellent systems are in place to address medical or religious preferences regarding meals and drinks. Children are self-motivated in making decisions about their play, choosing from those presented, helping themselves or requesting toys from high shelves from labelled storage boxes. Children are enthusiastic about mark-making and use the extensive range of stationery tools in the writing areas. Older children take paper and pencils into the home corner to write shopping lists as they play. Babies are encouraged to make sounds and talk as staff sit at their level to play. Soft music plays in the background and toddlers spontaneously sway to the rhythm. Staff ask open-ended questions and older children are confident to ask questions and share their knowledge, for example, when baking or discussing which of the giant snails is the mummy. All children choose books from the extensive range in each room. In the

toddler area they have a cosy den with voile over to snuggle in to read books. Pre-school children are overjoyed about visits to the local library to choose their own books and listen to stories read by the librarian.

Children are supported to develop problem solving and other numeracy skills during the whole range of activities creatively adapted by staff to encourage individual development. The children use tools and building materials with superb dexterity as they create buildings with plastic or wooden bricks. Children are eager to share information about their life outside of the setting or bring in resources. Staff creatively extend such interests with a 'Possible Line Of Development' (PLOD) chart ,for example, a child interested in pirates led to substantial activities in each area of learning over a period of weeks which all children were able to benefit and learn from. They use a wide range of battery operated toys and competently use the computer to enhance their learning experiences for the future. Older children can join in French lessons and are aware of the display of French words and numerals in their playroom. All are encouraged to be active and develop mobility and physical activities both in and outdoors, with music and movement activities which children eagerly engage in. Children use an extensive range of textures, paints and tools to create models or pictures during an exciting range of craft activities. They feel shaving foam or wood, and take water from the water-play tray into the home corner to wash the toy crockery. They relish engaging in role play and organise themselves, showing excellent imaginations. The visit from 'Zoo Lab' is a great talking point and children recall how the home corner was turned into the jungle and they learnt more about nature and the wider world.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met