



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY256531

DfES Number: 537471

INSPECTION DETAILS

Inspection Date 11/02/2004
Inspector Name Angela Manning

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Treetops PDN
Setting Address Chesterfield Road
Matlock
Derbyshire
DE4 3DQ

REGISTERED PROVIDER DETAILS

Name Treetops Nurseries Limited 2538184

ORGANISATION DETAILS

Name Treetops Nurseries Limited
Address 69 Ashbourne Road
Derby
Derbyshire
DE22 3FS

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

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 118 children from 4 months to 5 years on roll. This includes 25 funded 3-year-olds and 5 funded 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 15 part-time and full-time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Derbyshire Early Years Development and Childcare Partnership.

How good is the Day Care?

Treetops Day Nursery provides satisfactory care for children. The premises are well-maintained with a good range of resources available to all the children. Documentation is well-organised and clearly presented. Confidentiality is maintained. Staff ensure children settle happily in to their group and help to promote their confidence and self-esteem although pre-school children are not always encouraged to develop their self-help skills. Staff are very safety conscious. Equipment and resources are regularly checked and high standards of hygiene are maintained.

A range of interesting stimulating activities are provided throughout the nursery. The babies under one year old are provided with a secure stimulating environment. However, the play activities for the babies aged one to two years of age are less well-planned with children not having sufficient time to make choices and develop their skills and understanding. Older children have many opportunities to develop their emotional, physical, social and intellectual skills and develop their self-esteem. Staff have appropriate expectations of children's behaviour which children respond

well to. Developmental records are kept on all children however they are not used effectively to plan for the next steps for the children's play, learning and development.

Staff have a good awareness of the importance of working in partnership with parents and carers, and ensuring children are looked after according to parent's wishes. Staff establish positive relationship with parents. Parents are informed verbally and in writing about their child's daily routine.

What has improved since the last inspection?

not applicable

What is being done well?

- The nursery promotes positive partnerships with parents, information is friendly and informative. Information is gathered and shared to ensure consistent care.
- Children are happy and secure, they settle quickly in to the nursery routine and have many valuable opportunities to develop their skills.
- Children are well-behaved. Staff have appropriate expectations of all children and use praise and encouragement to help build the children's self-esteem.
- Staff are very safety conscious. They regularly check the well-resourced play areas to ensure appropriate standards of safety and hygiene are maintained.

What needs to be improved?

- the use of children's developmental records to inform planning so that activities can be planned for the next stage of development.
- the planning of the nursery routine and activities provided for children aged one to two years old.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Review the organisation of the pre-school room to ensure children have the opportunity to develop their self-help skills.
3	Review the use of children's developmental records to inform planning, so that routines and activities provided for children aged one to two years are appropriate to their stage of development.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Tree Tops Day Nursery offers generally good pre-school education and children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff work well as a team. They share planning, development and assessment record keeping. The setting is well-resourced. Staff create a welcoming environment for children to learn by talking and listening to them and extending their knowledge. Children's behaviour is managed well. Staff have a good knowledge of supporting children with special educational needs. Observations of children's learning are used to inform planning, however they are not used to set targets for individual children's learning. This leads to some children's learning not being fully extended. Staff give children time and space to develop their skills.

Leadership and management is generally good. Staff are supported to develop their skills and knowledge. However, there are no formal procedures to evaluate the nursery education. They are committed to the care and education of the children. Staff are clear about their roles and responsibilities and are valued.

Partnerships with parents is generally good. Parents are provided with written information about the setting and are able to regularly discuss information about their child's care and development. However, parents receive no information about the early learning goals or their child's next stage of learning. Parents are able to contribute to their child's development records.

What is being done well?

- Staff settle children well and develop children's confidence effectively, resulting in their willingness to try new experiences.
- Staff have appropriate expectations of children's behaviour, they set boundaries and help to develop children's self-esteem through praise and encouragement.
- A secure learning environment is provided by staff. They work well as a team by being good role models and providing an interesting range of activities.
- Children are interested in the activities provided, they develop their own ideas and play co-operatively with their peer group.

What needs to be improved?

- opportunities for parents to be informed of their child's stage of development and next stage of learning and the information for them on the early learning

goals and the Foundation Stage

- use of assessment and evaluation of activities to plan for children's next stage of learning
- opportunities for children to develop the use of programmable and technological toys
- opportunities for children to mark make, use tools, and choose their own resources in a creative way
- opportunity for children to develop their physical development especially their gross motor skills.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children enjoy new experiences and are curious, motivated learners. They have good manners are well behaved and show an understanding of right from wrong. They interact confidently with each other and adults, form good relationships and work well as a group. However, they are not always given the opportunity to be independent. They show willingness to tackle problems and have a sense of pride in their achievements. They have a good understanding of their local and wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak with confidence in small and large groups, they are able to listen and respond to others contributions. Children can anticipate a story in group times. They have increasing control of pencils but have limited opportunity to mark make. They are beginning to recognise letters but have few opportunities to see their names in print and to see how letters relate to the alphabet. They are beginning to develop stories through role play and imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an increasing confidence with number and can recognise numbers up to five. Many children can count beyond 10. There are limited opportunities for children to see number in their environment. Children use basic mathematical language throughout free and structured play however opportunities to use positional language are inconsistent. They count during singing and develop a sense of time as they share resources and wait their turn.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show interest and curiosity about their own life and the world they live in. Children are adept at using scissors but have few opportunities to use other tools, investigate and design. They have a good sense of time and are beginning to differentiate between past and present. Children are competent at operating the computer but have limited opportunity to use programmable toys and technology. Children have the opportunity to learn about their own cultures and the cultures of others.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing a sense of space and beginning to be able to follow simple instructions and rules. They can move around with confidence however there are limited planned opportunities for them to develop their gross motor skills. Children are developing an awareness of staying healthy and how the body changes. Children have many opportunities to use a range of malleable materials.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children show a sense of achievement in their work. They have access to craft materials but few opportunities to make choices of resources and how to use them. Children are developing a repertoire of songs and have opportunities to listen to and make music. They have interesting opportunities to explore patterns and their senses. Children play imaginatively and enjoy improvising with the play equipment available to them.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that parent's are regularly informed of their child's stage of development and their next stage of learning and the information on the early learning goals and the Foundation Stage
- ensure targets are set for children's next stage of development and learning
- develop opportunities for children to develop the use of programmable and technological toys
- increase the opportunities for children to mark make, become creative and make choices.
- ensure children have the opportunities to develop their physical skills by climbing and constructing on a large scale.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.