

# Treetops Nursery Gloucester

Inspection report for early years provision

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| <b>Unique reference number</b> | EY406047    |
| <b>Inspection date</b>         | 17/09/2010  |
| <b>Inspector</b>               | Angela Cole |

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| <b>Type of setting</b>  | Childcare on non-domestic premises |

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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 Gloucester is one of 31 nurseries run by Treetops Nurseries Limited. It opened in December 2009 and operates from two floors of a converted house in a residential area of the city of Gloucester. There are four base rooms, a multi-purpose room and a creative room. All children share access to an enclosed, outdoor play area with all weather surfaces, sand and nature areas. The nursery is open each weekday from 7am to 6pm for 52 weeks of the year.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 68 children under eight years may attend the nursery at any one time on a full, part-time or sessional basis. Eight children in the later years age group may attend after school, during term time. There are currently 104 children aged from three months to under five years on roll. The nursery currently supports a number of children learning English as an additional language.

There are 17 members of staff, of whom 12 hold appropriate early years qualifications. Of these, three are currently working towards a higher qualification at Level 3, Level 5 and Early Years Professional Status level. The manager holds the Early Years Foundation Degree and Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well developed knowledge of children's individual needs ensures that staff successfully promote most aspects of children's welfare and learning. As a result, children make good progress, given their age, ability and starting points. Children are safe and secure at all times and enjoy exploring the developing outdoor area as this is made available to them. The growing partnership with parents is a key strength and contributes significantly to ensuring that all children's needs are met well and they get any additional support they need. Partnership with other providers with whom children have contact is less developed. Considerable self-evaluation by the manager and the senior staff team ensures that priorities for future development are identified and acted on, resulting in a service that is responsive to the needs of all families.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the first aid boxes have appropriate contents to meet the needs of children. (Safeguarding and

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promoting children's welfare)

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

- develop systems for partnership working to build links with each setting that the children attend so there is continuous and consistent care
- support children's growing independence as they access outdoor play and learn by doing things for themselves.

## **The effectiveness of leadership and management of the early years provision**

The nursery is well organised. All required policies, procedures and records are in place, clear and up to date. There is a strong staff team who work well together and are clear about their roles and responsibilities within the nursery. Good systems are in place for staff recruitment, induction and regular appraisals are in place, ensuring staff strengths and areas for development are identified. This has resulted in a staff team who are, overall, well qualified, motivated, enthusiastic and keen to develop and improve what they offer to the families using the nursery. Children are safeguarded effectively through staff knowledge and understanding of required procedures. Most have attended training and have a secure understanding of the indicators of abuse and neglect. Staff carry out and record clear risk assessments to ensure the safety of the children. They also complete daily check sheets, signed to show that all areas have been assessed for their safety and suitability. However, first aid equipment includes items that are out of date, which has possible implications for the children's safety.

The nursery effectively promotes equality and diversity. Children's needs are effectively met as staff are considerate towards their individual requirements and ensure they are happy and relaxed. Staff encourage children to learn about diversity by sharing children's home events and by supporting them to be considerate towards one another. Where some children attend other registered settings, the nursery is aware of the need to link with other providers through developing systems to contribute to the continuity of children's learning and care. The nursery engages effectively with parents and carers. There is good exchange of children's details between key staff and families so that individual needs are effectively met. Ongoing information is shared through informal feedback, diaries, termly reports and in attractive, informative displays. Parents are invited to meetings with the children's key person to discuss and contribute to their child's progress records. They are well involved in the children's learning by sharing monthly calendars detailing interests at home. Parents think highly of the quality of care their children receive and the responsive attitude of the staff who are friendly, caring, approachable and relaxed as in an extended family.

The nursery's self-evaluation is good and includes in-depth reflection on practice to recognise strengths and areas for further development. The management is highly responsive to external advice. As a result, monthly targets have been effectively tackled in terms of improved outcomes for children, including their educational

programme, the organisation and resourcing of the nursery and working with families. Views, comments and preferences of staff, parents and children are also given high regard to ensure that the service is inclusive. With their help, comprehensive action plans have been drawn up. For example, staff are keen to further develop the partnership with parents, to finish the review of the assessment system and to complete the refurbishment of the outdoor area with exciting equipment to increase the challenges for children in all areas of their learning.

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

Children make good progress in their learning and development. This is because staff take care to identify individual needs and interests and use these effectively to plan and support activities that interest, stimulate and equip children with skills for the future. Children gain good communication and numeracy skills through staffs increasing skills to challenge and support their learning; for example, two-year-olds enjoy looking at books and concentrate when reviewing stories through the pictures. A strong key person system ensures that staff know the children and their families well. This, along with a solid programme of observation, means that children's progress is carefully monitored and their individual achievements consistently recognised and acknowledged. Progress is good in all areas of learning, for example, in knowledge and understanding of the world and creative development. This is because of daily use of the developing outdoor space and resources such as the technology suite where children support each other to choose and complete programs. All children benefit from frequent opportunities to explore a wide range of sound-making and sensory materials; babies investigate the differences between black and white and the older children create with foam, straw, wet sand and colours of paint that they mix.

Children feel safe and secure in the setting as they have strong bonds with the adults caring for them. They eagerly become independent, for example, in dressing and personal hygiene; however, staff sometimes miss opportunities to encourage children to learn through taking responsibilities for themselves when, for example, dispensing soap and towels. From a young age, children learn to keep themselves safe as they negotiate stairs and use tools correctly, including cutlery. They gain a good awareness of potential dangers and frequently practise leaving the premises in an emergency. Older children readily adopt healthy lifestyles, choosing to spend time out of doors in the fresh air when the garden is made available to them, and making healthy food choices, such as milk or water to drink and serving the quantities of food they require at meal times. Children demonstrate caring attitudes as different ages mix at breakfast club and in the garden, making sure that younger ones have toys within reach and are given help when needed. The high expectations of staff and consistent support so that clear boundaries are set mean that children behave well and have good manners. The children are confident, inquisitive and enthusiastic because the nursery effectively meets their needs and provides interest and enjoyment.

## 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

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### The effectiveness of leadership and management of the early years provision

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| 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  | 3 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| 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

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| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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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