

# Treetops Nursery, Toton

Minton Close, Chilwell, Beeston, Nottingham, Nottinghamshire, NG9 6PZ

<b>Inspection date</b>	15/10/2012
Previous inspection date	16/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children engage in a wide range of interesting activities which are delivered through indoor and outdoor play. They are encouraged to develop their language and communication skills as staff question children as they play.
- The setting's robust process of self-evaluation and effective monitoring systems, ensure the requirements of the Early Years Foundation Stage are met and continuous improvements made.
- Children's independence and self-care skills are promoted from a young age. Older children serve their own meals which enables them to make choices about how much or how little food they require to meet their needs.
- Partnership working with parents and carers is good. The constant exchange of information promoted from the outset enables staff to get to know the children well and it also enables parents to continue their children's learning and development at home.

### It is not yet outstanding because

- The outside area has yet to be further developed to fully create a stimulating, well-resourced environment for younger children.
- Planning systems have yet to be consistently implemented to ensure clear learning intentions are identified so that children are always sufficiently challenged.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and care practices within the three operational play rooms and within the outside area.
- The inspector spoke with staff from each room and held a meeting with the manager.
- The inspector looked at children's observational assessment records and planning systems. She also looked at relevant documentation, including information used to assess the suitability of staff and the setting's self-evaluation form.
- The inspector also took into account the views of parents and carers spoken to during the inspection.

## Inspector

Melanie Arnold

## Full Report

### Information about the setting

Treetops Nursery, Toton, originally opened in 1998 and changed ownership in 2004. It is now one of 31 nurseries that are run by Treetops Nurseries Limited. 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. The

premises are accessible and there is an outdoor play area for children.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 65 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. It receives funding for the provision of free education for children aged two, three- and four-years.

The nursery opens five days a week all year round, except for Bank Holidays when it closes. Sessions are from 7.30am until 6pm.

The setting employs 15 staff. All childcare staff hold appropriate early years qualifications at level 3 or above, with the exception of two staff who are working towards a qualification.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop further consistency with planning systems, using the development statements, where appropriate, to identify clearer learning objectives and areas to challenge and extend children's learning and development, with specific regard to the two to three year age group
- develop further the organisation of a stimulating and well-resourced outdoor environment to fully support children's all round development, with specific regard to babies.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children effectively learn through play as staff provide children with an interesting range of hands on learning experiences. Babies enjoy opportunities to investigate and explore their environment and staff skilfully engage with older children, using their interests to enhance their learning. For example, a previous theme on space has continued to provoke children's interest, resulting in staff continuing to plan activities for children. During one such activity children design and create their own space rockets out of construction materials from images within a book. When another child approaches they see the book and immediately relate this to their favourite space topic. The child's key person engages the child by showing an interest and actively listening to them as they speak. She also

asks lots of questions which extends the child's vocabulary and communication skills. The child then designs their own space rocket correctly identifying the shapes they have used. The child is encouraged to problem solve as they establish how they can join the pieces together and their counting skills are also promoted as they identify how many engines and wheels the rocket has.

Children's interest in books and letter sounds is promoted from the age of two, through the use of a chosen story book for the week. Babies also enjoy listening to stories, with staff using props to promote their engagement and active listening. Books and puzzles are also used to promote younger children's communication skills as they point to pictures and repeat the associated words said aloud by staff. All children enjoy messy play experiences as they participate in large scale floor and table painting activities. Older children are challenged during a simple painting activity, which promotes their awareness of textures and colour mixing. Children listen, understand and follow staff's instructions as they wait patiently for their turn to engage in the activity. Each child identifies the colours as they paint each of their hands in a different colour. They then make hand prints on their paper before rubbing their hands together to mix the paint so they can make new hand prints once again. The member of staff continually questions the children, asking what the paint feels like; what do they think will happen when they rub their hands together and what new colour have they made after mixing the colours together? Children answer the member of staff's questions as they participate in the activity.

Younger children's physical skills are promoted inside when playing with soft play resources and when participating in music, movement and singing activities. All children have fun playing outside in the outdoor learning environment, which is well-resourced for older children. However, although activities are sometimes set out for babies to access and play with, a fully motivating and accessible play space for these younger children has yet to be continually provided. After completion of Forrest Schools training, older children create a den in a corner of the garden with the support and encouragement of staff. Staff discuss possible hazards with children whilst encouraging them to take calculated risks. This helps children to begin to identify hazards for themselves, so that they can take their own action to keep themselves and others safe.

Ongoing observational assessments are in place and used to monitor the progress children make. They are also used to identify and plan for children's next steps for learning to ensure their continued progression through the seven areas of learning. Planning has recently been updated to ensure activities are planned from individual children's interests and to ensure that when next steps are identified these are carried forward into planned experiences for children. The majority of planned activities have clear learning intentions identified, which creates purposeful learning experiences for children. However, planning within the two to three year old room sometimes lacks clarity to fully ensure the learning experiences for these children are continually challenging and further extend their experiences. Partnership working with parents, carers and outside agencies results in the continued support and development of children with special educational needs and/or disabilities and for children for whom English is an additional language. Effective systems are in place to support the use of children's home language within the setting. This helps children to feel valued and also aids their development in speaking and understanding English.

Parents and carers are kept closely informed about their children's progress and development through the progress check at age two and through review meetings for all children, which are held every three months. Staff share children's observational assessment records during these meetings, providing parents with key information about how they can continue to promote their children's learning at home. Systems are also in place to encourage parents to advise the setting of children's interest and achievements from home, which staff then build on within the setting.

### **The contribution of the early years provision to the well-being of children**

All children, including babies, show security in their surroundings. Each child is assigned a key person who works closely with the child and their parents, building and developing effective communication channels. An in depth 'All about Me' booklet is completed by parents when children first start. This provides staff with key information on children's likes, dislikes, routines and individual needs. Staff use this information to help children to settle into the provision and it provides a firm basis on which they can continue to build and develop children's skills. It also enables children to develop a secure emotional attachment to the staff. Children are happy and they relate well to the staff and their peers. Younger children enjoy playing alongside their peers and observing them at play, while older children are developing their social skills as they interact and play cooperatively with their friends.

Children's good behaviour is promoted through positive role modelling and regular praise and encouragement. This promotes children's self-confidence and self-esteem. Children's independence is promoted as they freely access their own play materials and learn important self-care skills, like hand washing, from a young age. Older children also serve their own meals, enabling them to consider portion sizes to meet their needs. Children are encouraged to develop healthy lifestyles through the provision of nutritious meals and snacks and through daily outdoor play. Further physical play experiences, like swimming, also help children to stay fit and healthy. Children are encouraged to take risks under the close supervision of staff and they are helped to learn about acceptable rules and boundaries during play. This helps children to play safely. Babies show that they feel safe within the setting as they explore their surroundings, whilst using their key person for emotional support and reassurance.

Smooth transition procedures are in place to aid the process for children starting school. Information is shared and visits arranged to the new setting, providing opportunities for children to develop confidence as they move forward and take the next big step in their life. The setting provides children with a firm foundation for their continued learning and development.

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

Leadership and management are good. The manager is motivated and skilled and is developing a strong team who work well together and are focused on providing a quality service. The setting's robust system of self-evaluation, which involves the views of all users, effectively monitors the whole setting, including the provision for learning and development. This leads to the clear identification of targets for future development in all areas. The manager has clear systems in place to performance manage the staff team. This results in any underperformance of staff being tackled, with regular supervisions and yearly appraisal being held to ensure the ongoing development of all staff. The manager also visits each room and speaks with all staff on a daily basis to ascertain the activities they are planning for their key children. She questions and challenges staff in a constructive way to ensure children are benefitting from interesting learning experiences.

Robust recruitment, vetting and induction procedures are in place to ensure the suitability of the staff team working with the children. The majority of staff are qualified in childcare and most of them hold current first aid certificates to ensure children's health and safety are maintained. The setting's clear policies and procedures are understood and implemented well by staff to ensure the well-being of children is promoted. For example, the setting is securely maintained and potential hazards are identified and minimised through the setting's risk assessment procedures. Children are also safeguarded because staff have a secure knowledge of child protection issues and procedures.

Internal play space is organised well to create a warm and welcoming setting for children. They are cared for in different rooms according to age and ability, which ensures each room is set up to provide children with free access to a developmentally appropriate range of toys and resources.

Children's individuality is respected and valued by a caring staff team. Effective partnership working in the wider context results in continuity of care and learning being promoted for all children. The setting promotes the inclusion of all children, ensuring every child is fully integrated into the setting, regardless of background, belief, gender, ability or language. Clear information is shared and exchanged to ensure parents are kept up-to-date with information about their children's daily care routines and their ongoing progress and development. Parents comment positively about the setting, stating their children are happy and settled. They also confirm that staff work closely with them to meet their children's specific needs.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY282318
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	882644

**Type of provision**

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	65
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Treetops Nurseries Limited
<b>Date of previous inspection</b>	16/11/2009
<b>Telephone number</b>	0115 9732311

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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