

Treetops Harlesden

59 Longstone Avenue, Harlesden, London, NW10 3TY



Inspection date

2 March 2016

Previous inspection date

11 November 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Teaching is not consistently good. Staff do not accurately assess what stage some children are at in their learning or plan appropriately to support future learning where a child's progress is less than expected.
- The deployment of staff is not always planned sufficiently well to ensure children's individual needs are consistently met, particularly when children play outside.
- Systems to support children who have speech delay are limited. Staff do not always make the most of opportunities to support children's language and communication skills.
- Staff do not always suggest ways that parents can support and continue children's learning at home.

It has the following strengths

- The interim manager has an accurate view of current practice and a clear vision of the improvements that need to be made. She recognises more needs to be done to ensure the accuracy of children's assessments.
- Robust recruitment and vetting procedures ensure that the recently formed staff team are suitable and skilled to now help children make better progress.
- Staff have a sound knowledge and understanding of the child protection policy and procedures. This helps to keep children safe.
- Children's independence is promoted well. For example, they select what they want to play with and serve their own food and drinks at meal times.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
■ ensure assessment of children's learning is accurate and is used to identify and plan timely support for those children who need additional help to make the best progress possible	18/04/2016
■ ensure staff are deployed more effectively to make sure children's individual needs are consistently met, this includes when children play outdoors.	07/03/2016

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

- develop different ways to support children's communication skills more effectively, especially for those children with speech delay
- improve the partnership with parents by suggesting ways that they can share and continue children's learning at home.

Inspection activities

- The inspection was carried out following concerns raised about the provider's ability to meet the requirements.
- The inspectors spoke with parents and took account of their views.
- The inspectors observed children during their play.
- The inspectors carried out a joint observation with the current manager who is leaving the setting and the interim manager who is due to take over the post.
- The inspectors spoke with staff and children and held meetings with the management team.
- The inspectors looked at a range of documentation, including accident records, the complaints log and children's records

Inspectors

Julie Whitelaw / Siobhan O'Callaghan

Inspection findings

Effectiveness of the leadership and management requires improvement

The setting has recently had a significant number of changes to the staff team. This means the key person system is being re-established to help children build secure relationships with their new familiar adult and settle more quickly. Robust recruitment and vetting procedures and a thorough induction process mean that a well-qualified, skilled team is being formed. Most staff demonstrate a sound understanding of the Early Years Foundation Stage. Arrangements for safeguarding are effective. Staff have a clear understanding of the procedures they should follow if an allegation is made against a member of staff or if they have concerns about the welfare of a child in their care. Staff have opportunities to develop their practice through regular training. Supervision of staff is in place but does not always effectively target weakness in staff practice.

Quality of teaching, learning and assessment requires improvement

Some staff lack knowledge of how to accurately observe and assess what stage children are at in their learning. When staff identify children who are not reaching expected milestones, insufficient action is taken to ensure the required support is put in place to help children make good progress. Children make choices in their play as they independently access a good range of toys and resources. Staff are led by children's interests and extend their learning. For example, as they talk about cow's and what they like to eat. Staff promote babies' physical development as they roll a ball to encourage them to crawl. Information is obtained from parents to help staff meet children's individual needs. Staff encourage parents to share their children's achievements when not at the setting. However, parents report that staff do not suggest ways to continue children's learning at home.

Personal development, behaviour and welfare require improvement

Children behave well. This is because staff manage children's behaviour in a calm and positive manner. Children enjoy meal times and benefit from fresh, nutritious food. They enjoy being independent as they pour their own drinks and serve themselves. Young children confidently ask for more food when they have finished their dinner, recognising and expressing their own needs. When staff change children's nappies they follow hygienic procedures and ensure children feel secure by chatting to them and distracting them with a toy. Babies who are upset are comforted by staff. Staff deployment in the outside area is not always well planned. For example, in the morning one member of staff sits with a child who is finishing their breakfast while another member of staff takes a large number of children into the garden. This makes it difficult for staff to meet all children's needs and effectively support their learning.

Outcomes for children require improvement

Most children enjoy their time at setting. Some older children concentrate for long periods of time and write their names. These skills support their move to school. However, staff do not always make the most of all learning opportunities to help children with speech delay to practise their skills for speaking as they play.

Setting details

Unique reference number	137800
Local authority	Brent
Inspection number	1040778
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	66
Number of children on roll	40
Name of provider	Happy Child Limited
Date of previous inspection	11 November 2014
Telephone number	020 8961 3485

Treetops Harlesden registered in 1997. The nursery is open each weekday from 8am to 6pm and offers an extended day, starting at 7.30am. It operates all-year round. The nursery receives funding for the provision of free early education for children aged three and four years. It offers places to disabled children and those with special educational needs and children who speak English as an additional language. The nursery employs 17 members of staff, including the cook. Of the 16 staff working directly with children, ten hold appropriate early years qualifications.

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