

Treetops Matlock

Chesterfield Road, Matlock, Derbyshire, DE4 3DQ



Inspection date	27 May 2016
Previous inspection date	19 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have a good knowledge of how children learn. They use this to provide a wide range of exciting and stimulating activities that promotes children's development well. As a result, all children make good progress.
- Children are motivated, eager and keen to join in because staff provide a good balance of child-initiated and adult-led activities. They sensitively support babies learning through exploring an extensive range of sensory experiences.
- Children form warm, caring bonds with their key person, other staff and each other. Staff provide a well resourced and welcoming environment where the children feel safe, happy and are confident to access resources and toys independently.
- The management team is passionate and committed to improving outcomes for the children. The team promotes a positive working environment where staff work well together and are supported to access further training to improve their knowledge and skills.
- Staff form successful relationships with parents. They regularly update them on their children's progress. Parents are well informed and effectively extend their children's learning at home. This is supported through a range of strategies used by the nursery, such as book packs.

It is not yet outstanding because:

- Occasionally, opportunities for children to be further challenged in their thinking and solving problems for themselves are overlooked.
- Some daily, routine activities are prolonged. Staff do not organise them well enough, which means that some opportunities to promote children's learning are not fully explored.

What the setting needs to do to improve further

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

- consistently recognise and extend opportunities for children to think critically and solve their own problems as they play and learn
- review how daily routines are organised to provide more effective learning opportunities for children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and area manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Lianne McElvaney

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff team have a good understanding of how to keep children safe and ensure they make progress in their development. The arrangements for safeguarding are effective. The well-qualified staff team has a secure understanding of its responsibilities. There are comprehensive supporting policies in place. Effective monitoring of children's progress is undertaken. The progress of groups of children is also tracked. Information from assessment tracking is used by staff to make changes to the provision, ensuring all children make good progress. Good arrangements for supervision mean staff's practice is monitored and general training needs are identified and addressed. Systems for evaluating the provision are in place and effective. Staff establish good partnerships with parents by engaging in discussions about their child and supporting learning at home. Partnerships with external agencies are good.

Quality of teaching, learning and assessment is good

Staff provide children with a broad range of activities that meets their individual needs. There is a stimulating environment and good quality resources. Children readily make decisions about their play. For example, children decide to make maps to find treasure while playing outside in the pirate ship. Staff extend children's understanding of mathematics by encouraging them to sort and count the different types of birds they can see in the outdoor area. Story time and singing activities are used well to foster children's good progress in their language and communication development. Staff use effective questioning to promote children's learning. High expectations and a focus on observing, assessing and planning for children's individual needs contribute to the good progress children make.

Personal development, behaviour and welfare are good

Children form secure attachments with staff as an effective key-person system is in place. As a result, children are confident, settled and keen to explore and learn. Children are independent learners as they freely choose toys and resources from low-level storage units. Children have plentiful opportunities to be physically active. For example, outdoors they spend time digging in the large sandpit and joining in imaginative play in the mud kitchen. Children learn to take risks as they explore the forest garden. At snack times, children and staff discuss fruit and vegetables, promoting positive attitudes to healthy eating. Children's transitions between home, rooms within the nursery and school are well managed. They build strong relationships with staff as they are provided with genuine warmth and affection.

Outcomes for children are good

All children, including those who have special educational needs, and children who speak English as an additional language, make good progress. Children are well prepared for their next stage of learning or their move to school. They develop useful skills, such as recognising and writing their own name. Children are busy and enthusiastic learners as they engage in the stimulating activities on offer. As a result, children make good progress in their learning.

Setting details

Unique reference number	EY256531
Local authority	Derbyshire
Inspection number	860432
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 - 4
Total number of places	82
Number of children on roll	193
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Date of previous inspection	19 March 2012
Telephone number	01629 581007

Treetops Matlock was registered in 2003. The nursery employs 23 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and 19 at level 3. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who have special educational needs, and children who speak English as an additional language.

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