

— Treetops Nurseries Limited (Ewell
— Road)

Inspection report for early years provision

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Inspector

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Setting address

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Type of setting

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*.

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Description of the setting

Treetops Nurseries Limited (Ewell Road) is one of the nurseries run by Treetops Nurseries Limited. It was re-registered in 2009. It operates from a purpose built building in the grounds of Nonsuch High School in Cheam Surrey. Children have access to a secure outdoor play area. The nursery's core hours are each weekday from 7.30am to 6pm all year round.

The nursery is registered on the Early Years Register. A maximum of 62 children may attend the nursery at any one time, of whom no more than 30 may be under two years. The setting provides funded early education for three- and four-year olds. There are currently 68 children on roll; some of whom attend on a part time basis. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 14 members of staff, of whom 11 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff are dedicated, enthusiastic and work extremely hard to create a safe and totally child centred environment for all the children. Children's learning is significantly enhanced because staff have a very good knowledge of how children develop through play. As a result children flourish in this early years provision where staff recognise and value every child as an individual. Extremely good partnerships with parents and outside professionals have been forged to ensure that children's individual needs are met very well. Detailed self-evaluation is undertaken to identify clear goals for the future and there is a continuous cycle of development of the nursery provision.

What steps need to be taken to improve provision further?

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

- ensure first aid boxes have appropriate contents to meet the needs of children (Promoting good health) 04/06/2010

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

- continue to develop partnerships with schools that children attend to further complement children's learning within the nursery environment.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because staff have a clear knowledge of their role and responsibilities in reporting any child protection concerns. All staff are subject to a rigorous recruitment, vetting and induction process to ensure they are suitable to look after children. The use of in-depth risk assessments which cover all areas and equipment ensures children are able to move freely and safely around the nursery. Staff deployment is well thought through enabling them to offer high levels of support and supervision to children throughout the day.

The management team and staff continually evaluate what the setting does well and what needs to improve. This results in action plans for continual improvement in the provision, for example, making the book areas more cosy and inviting for children; plans are also in place to provide a small library and computer suite. Children's independence is exceptionally well promoted by the organisation of the nursery environment. All children including babies access the excellent range of resources which are all stored at their level in an attractive manner in each of the rooms.

Staff are very committed to ensuring they provide a fully inclusive environment for all children. Children with special educational needs and/or disabilities are extremely well supported, fully participate in all aspects of play and interact with their peers. This ensures they are fully stimulated to reach their full potential. Excellent links with other professionals, such as the speech therapist, ensure children make continual progress. Staff are sensitive towards children who have English as an additional language and communication is aided by some staff who speak different languages. Children's behaviour is exemplary because they are constantly busy and staff provide very positive role models. Children learn about helping others by raising money for charity.

Staff work very closely with parents. Staff make a point of discussing their child's day with them and also provide them with written details of the care routines and activities they have enjoyed. A wealth of photographs around the nursery provide parents with evidence of children enjoying a wide range of activities. Regular meetings are held with key workers to discuss their child's development records. Newsletters and notice boards keep them up to date about the early years curriculum, topics and future events. Parents speak highly of the nursery and how much their children like attending. Partnerships have not yet been fully developed with other provisions that children attend who follow the Early Years Foundation Stage. The management team are though aware of this and have plans to develop partnerships in the area to further complement children's care and learning in the nursery.

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

Staff use their excellent knowledge of children's individual abilities and interests gained from assessment. They use this information to plan an exciting range of extremely stimulating activities and experiences to promote all areas of children's learning and development. Staff are exceptionally skilful in the way that they adapt their questioning and discussions with children of all abilities to ensure they are effectively supported and fully challenged. Children are very relaxed and at ease in an environment where they are able to play freely between the inside and outside most of the time. This gives them enormous confidence to initiate and extend their own play and learning. The high quality adult interaction and exemplary organisation of routines help babies and children to gain an exceptionally strong sense of security. Staff use inspirational teaching methods, such as props in story sacks to aid children's interest in books. They then promote these interests and children's learning through art activities, such as building a rocket, creating a wall display of a space ship and making planet mobiles from a story that children particularly enjoyed.

All children including babies have many opportunities to express themselves as they explore creatively. They paint in different ways, for example, using brushes and their hands to make their own unique pictures and discuss how the colour changes when they mix different colour paints together. Older children painted black and white pictures on canvas for the baby room giving them a real sense of purpose. Children experience a wide range of different media, for example, they play with pasta, cornflour, foam, play dough, pasta and cereals. During a cooking activity children are fascinated by the change of texture of the ingredients as they mix them together to make a pudding. They explore weight and measure as they have daily access to sand and water. Children sort, count and match a wide range of mathematical resources to enhance their understanding of mathematical concepts. Drawing materials are readily available to all children and more able children are adept at drawing clear recognisable pictures and writing letters correctly. Children use their imaginations extremely well on first hand experiences, as they pretend to cook using real saucepans and adult size utensils and pretend to clean tables using cloths and empty spray bottles in the extremely well equipped role play areas. Babies and toddlers have great fun exploring a very wide range of resources and activities.

Children show a great interest in real things. Older children watch giant snails as they grow and younger children explore them moving around in soil. Children have developed a thriving growing area in which they are looking forward to eating the produce from the vegetables they have planted. Children develop an awareness of their own and other cultures through very well planned activities and as they celebrate a variety of festivals. They are developing an awareness of caring for the environment as they put peelings in the compost bin in the garden.

Children's health and well-being are promoted effectively. A high standard of cleanliness is maintained throughout the nursery and staff demonstrate a good understanding of effective hygiene practices. Children have developed good self-

care skills as they enjoy washing their hands after messy activities and before food intake using low basins and liquid soap in each play room. Children are developing a good understanding of healthy eating as they are provided with a choice of fruits at snack times and nutritious appetising meals cooked on the premises. Children thoroughly enjoy using outdoor play equipment that promotes their physical development. They also regularly visit the local park where they ball games and run around. Babies and very young children are very content and settled because their individual feeding and physical needs are met well. A number of staff are first aid trained and there are first aid boxes in place, although some of the contents in them are out of date.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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111