

Treetops Nursery

Inspection report for early years provision

Unique reference number	EY223106
Inspection date	12/11/2008
Inspector	Liz Whitehead
Setting address	Littlemoor House, Littlemoor Road, Pudsey, West Yorkshire, LS28 8AL
Telephone number	0113 2362248
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Type of setting	Childcare on non-domestic premises

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).

Description of the setting

Treetops Nursery is one of 20 nurseries run by Treetops Nurseries Limited. It opened in 2002 and operates from a two storey detached property in Pudsey, a suburb of Leeds. There are no ramps to provide wheelchair access and there is no lift facility to the first floor. There are three enclosed outdoor areas to accommodate children of different age groups. The nursery is open Monday to Saturday from 07.30 until 18.00 throughout the year.

The nursery provides care for children on the Early Years Register and a maximum of 92 children may attend at any one time. There are currently 86 children on roll up to the age of five years and the setting receives funding for nursery education. Children from the local and wider community attend for a variety of sessions.

There are 13 members of staff working with the children, nine of whom hold an appropriate early years qualification. One member of staff is currently working towards a qualification. The nursery receives support from the early years service. The setting is a member of the National Day Nursery Association, holds the Investors in People award and is working towards obtaining quality assurance status.

Overall effectiveness of the early years provision

Children make a positive contribution due to the good relationships they share with the staff, who value them as individuals. Effective partnership with parents and other providers promotes children's care and well-being, therefore, they make appropriate progress, however, systems do not identify children's starting points. Most of the required documentation is in place, although confidentiality is not fully maintained. Staff are beginning to evaluate their practice although this is not sufficiently developed to highlight gaps in provision. Equipment is not always suitable and younger children do not experience outdoor play on a daily basis.

What steps need to be taken to improve provision further?

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

- provide daily opportunities for younger children to experience outdoor play
- ensure that equipment is suitable for its purpose and that labels, signs and resources support children's learning
- implement systems to record children's starting points
- continue developing the systems to evaluate practice and assess the strengths and weaknesses of the setting
- ensure that confidentiality is fully maintained.

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

- request written parental consent to seek emergency 26/11/2008

medical advice or treatment.

The leadership and management of the early years provision

Rigorously implemented recruitment procedures and a thorough induction system ensure that all staff are suitable to care for children. They regularly access relevant training and have a clear understanding of how to safeguard children. A number of staff hold a first aid certificate and wear a badge denoting this which makes them easily recognisable to children and parents. Although the setting does not request written parental consent to seek emergency medical advice or treatment comprehensive accident and medication records are consistently completed. Rigorous risk assessments and appropriately documented policies and procedures effectively eliminate hazards to children.

The clear management structure, within the organisation, enables the manager and staff to feel fully supported. They are beginning to evaluate their practice through the completion of self-evaluation and the accreditation scheme. Although this does not yet successfully assess the strengths and weaknesses of the setting. Records are stored in a confidential manner, however, displayed notices do not fully maintain confidentiality.

Close liaison with parents and other professionals ensure that all children are suitably included. A wide range of visual signs and pictures and key staff support children with English as an additional language. The children's learning and development is enhanced through the effective sharing of information with parents and staff successfully fostering relationships with teachers at the children's schools. Since the last inspection the effective deployment of staff enhances children's safety and well-being. Additionally, children now enjoy freely accessing activities that develop their writing skills.

The quality and standards of the early years provision

The nursery successfully works in partnership with parents and is proactive in developing and strengthening these relationships. Parents are encouraged to regularly contribute to their children's developmental records and to complete weekend books with activities they have enjoyed at home. This enables the staff to plan individual activities according to the children's interests. Additionally, parents are invited to attend open evenings and to occasionally share lunch, at the nursery, with their children.

The staff fully appreciate the benefit and value to children of close working relationships between provisions. They actively develop links to ensure effective communication between the staff teams on a daily basis and the manager also regularly telephones the children's schools to ensure that the services children receive compliment each other. Children's observations are clearly linked to the principles of the Early Years Foundation Stage. They show what children can do and include the next steps in their learning but not their starting points.

The children are very motivated and interested to investigate and participate in the wide range of adult led and child initiated play experiences across all areas of learning. Older children enjoy freely accessing both the indoor and outdoor environment and have a wonderful time playing games, such as 'what time is it Mr Wolf?'. They join in enthusiastically and are very familiar with the rules. They are very confident and spontaneously show how they can hop and jump. Opportunities for younger children to play outdoors are more limited.

Children have many opportunities to practice emerging writing skills. There are a wide range of hand-written and printed signs and labels around the rooms, although these are not always a correct example of spelling and grammar. Older children independently use the calculators and computer and operate simple programmes both with and without adult support. More confident children assist their friends in using this technology. All children enjoy daily story times and reading although the condition of the books is not always appropriate. Additionally, some equipment is not suitably maintained and the quantities of sand and water are not sufficient to support children's learning.

Children behave well and know what is expected of them through the clear, realistic and consistent boundaries set by the staff. Posters and puppets, which are used effectively, encourage children to recognise and acknowledge their emotions. Children are learning to keep themselves safe and healthy, for example, younger children know to hold on when sitting on the see-saw and older children confidently serve their own meals taking care as the dishes may be hot. Children recognise when they are thirsty and a two year old carefully pours their own water whilst staff hold the cup. The children's learning is skilfully extended as the staff then adds jugs and cups to the water play.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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