

TreeTops Private Day Nursery

Inspection report for early years provision

Unique reference number EY316231
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Inspector Anna Davies

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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 Day Nursery opened in November 2005 and is part of a national chain. It operates from a purpose built premises located on a business park in Eaton Socon, St. Neots, Cambridgeshire and accommodates children on two floors. All children have access to an enclosed outdoor play area. The nursery opens from 07:30 to 18:00 Monday to Friday all year round, with the exception of bank holidays and a week at Christmas. The nursery is accessed through a wide main entrance and there is a lift to the first floor. Disabled toilet facilities are located on the ground floor.

The nursery is registered on the Early Years Register. A maximum of 93 children may attend the nursery at any one time. There are currently 124 children aged from six weeks to under five years on roll. The nursery currently supports a number of children with learning difficulties and/or disabilities as well as children whom speak English as an additional language.

There are 19 staff who work directly with the children. Over half of these hold National Vocational Qualification (NVQ) Level 2 or 3 qualifications and one is qualified to NVQ Level 4, working towards a Foundation Degree. Three members of staff are currently working towards Level 2 and 3 qualifications. The nursery also employs a cook and relief staff. The nursery is a member of the National Day Nursery Association (NDNA) and holds 'Investors In People' accreditation.

Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The needs of all children in the nursery are exceptionally well met in a very child-focussed, stimulating environment where the emphasis is on individualised learning. They are offered a wealth of meaningful activities and experiences to support their developmental needs and interests and as a result, make excellent progress in their learning and development. The setting maintains a highly inclusive service, valuing the contributions of all children and their families. Partnerships with parents and other providers are highly effective which has a positive impact on children's care and learning. The manager and staff demonstrate an utmost commitment to continually monitoring, evaluating and further developing the nursery's practice and have very effective systems in place to ensure they are able to do this; this is demonstrated in the excellent progress made since the last inspection which has had a very positive impact on all outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing the storage for resources in the 'Little Monkey's' room and designated outdoor area.

The leadership and management of the early years provision

The nursery environment is exceptionally well organised to ensure that children gain maximum enjoyment. All areas of the nursery are very clean, hygienic and brightly decorated with displays of photographs and children's work adorning every wall; this demonstrates that children are highly valued and celebrated as individuals. Children's base rooms are well-resourced and organised; all toys and equipment are freely accessible to children. Staff are currently considering ways to offer more low-level storage in the 'Little Monkeys' room and their designated outdoor area in order to offer younger children even more opportunities for freely selecting toys and resources themselves. Excellent use is made of the outdoor area, which provides a rich learning environment for all children.

Documentation and all required records are well organised and regularly audited and updated; this promotes the safety and welfare of the children and underpins the high quality care offered. Robust recruitment procedures ensure that all staff working with children are suitable to do so and all staff demonstrate passion and commitment to providing all children with the best learning experiences that they can. Staff are well deployed at all times to ensure children receive excellent support in meeting their welfare and learning and development needs. Systems used to self-evaluate the provision are rigorous. Ownership for the development of each room is given to the room leaders and overseen by management. For example, each room has ongoing action plans clearly identifying areas for development with timescales. Through many systems such as these, the setting have been able to clearly prioritise improving outcomes for children since the last inspection. A wealth of changes have been made and are now fully embedded in the routine practices of the setting, which has had enormous positive impact on the children's care and learning. For example, staff training has been prioritised, the partnership with parents and other providers has been much developed, the garden has been transformed into a rich learning environment and planning and assessment systems have been further developed to ensure that the setting provides a broad range of learning opportunities tailored specifically for individual children.

There is a wealth of information available to parents and their contributions are very much valued and respected. They are able to record observations about their child's learning and interests at home on the 'Learning Tree' and this information is used by staff when planning activities. For example, a family trip to the zoo to see favourite animals such as tigers led to activities and displays in the nursery about 'The Tiger who came to tea' which further extended the child's interest, learning and the connection between the setting and home. Open days, monthly newsletters, 'Daddy play sessions' and 'Parent lunch days' are just a few of the many ways that parents can become involved in their children's learning. Children's progress and achievements are shared at parents' evenings, written reports by the child's key person and through daily discussions and diary books. Beneficial and secure relationships have been fostered with local schools where older children will move to later in the year and other providers who also deliver the Early Years

Foundation Stage (EYFS) to children in the nursery's care. This ensures consistency of care and learning.

Comprehensive risk assessments are in place and regularly reviewed. Effective daily checks in each room ensure that hazards are identified and action taken to minimise the risk to children's safety. As a result, children are cared for in a very safe and secure environment. Staff are very confident in their responsibility towards safeguarding children from harm; they fully understand the signs and symptoms of child abuse and the procedures to follow if they have concerns about a child in their care.

The quality and standards of the early years provision

All areas of the nursery both indoors and outdoors are used to promote a stimulating learning environment for each child. Children are offered a wealth of practical hands-on learning experiences and opportunities which ensures that they make excellent progress. Planning and assessment procedures are firmly embedded and centred around each individual child. Systems to support children with learning difficulties and those whom speak English as an additional language are firmly embedded in order that the provision is fully inclusive. The highly effective key person system ensures that activities are tailored according to children's interests, next steps of learning and comments from parents, other providers and any outside agencies where involved, about their child's learning and interests at home and other settings. Regular observations are conducted and information from these is used to identify next steps of learning which filters into the planning of relevant activities. All staff interact with children on a high level; they understand how children learn by being active learners and through experimenting with ideas. To this end, they give children time to think and to try out ideas. For example, when children want to create 'orange' paint, they support the child to think about the two colours they will need to mix together and help the child in deciding how much water to add to the powder paint.

Children are confident, happy and settled in the nursery. They are highly motivated and eager to learn; they become highly engaged in all the activities offered. They are developing their independence and are able to make many choices and decisions for themselves. For example, staff take time and give support to encourage babies to feed themselves. Children share warm relationships with staff and staff take time to reassure and acknowledge their feelings, for example, when they have a new baby or when a parent is poorly. Enjoyment of reading and books is positively encouraged through 'focus stories' and older children being able to borrow books from the setting in order to prepare for school. A story den in the garden provides an inviting space to enjoy books in the outdoor environment. Younger children's language development is promoted as they request favourite songs such as the 'bubble' song and they are given time to respond to staff's questions and interaction. Use of vocabulary is extended for example, as children play in jelly mixture, they are encouraged to describe how it feels. Many mark-making opportunities are provided for all age children. Children confidently use mathematical and size language in their play for example as they count the fingers on the two handprints they have painted or describe how the piece of fabric being

used for roller painting is getting bigger as they roll it out. Babies begin to problem solve for example, as they hide the toy frog in the jack-in-the-box and eagerly await it to pop up again. Children participate in many trips out into the local community to begin to understand the world around them as well as growing vegetables and sunflowers in the garden, looking for worms and taking care of the pet hamsters, fish and giant snails. Many resources and activities enable children to appreciate diversity. For example, children enjoyed creating a huge powder-painted rangoli pattern in the garden to celebrate Divali. Children are learning information technology skills through the use of a computer, electronic and programmable toys as well as by taking photos themselves through the day on digital cameras. They enjoy a wide range of physical activity; yoga and monkeynastics classes are offered each week where they develop their physical co-ordination and learn about the effect of exercise on the body. Children relish setting up their own assault courses and staff support them well to solve problems and to communicate instructions on how they wish their assault course to be used. Babies have constant access to a ball pool with space in their room to crawl, walk, slide on their tummies to reach toys within and just out of reach. Staff in the baby room are very alert to the babies' individual physical needs and development, for example, ensuring that babies have suitable cushioning around them when they are learning to sit unaided. Many creative activities encourage children to truly develop their creative skills and ideas. For example, they roller paint on fabric, body paint, make models from recyclable materials where they learn about different ways to assemble and attach. All children demonstrate a strong exploratory impulse and staff enthusiastically encourage this in all rooms.

All documentation relating to the administration of medication and the recording of accidents is well maintained which safeguards children's welfare. A high proportion of staff are first aid qualified which ensures that appropriate first aid can be administered in the event of an injury. Food and snacks provided are very healthy and nutritious, prepared by a cook as well as from contributions by all of the children as they take it in turns to make food for their meals. Mealtimes are well organised; staff sit at the tables with children in small groups, table cloths and vases of flowers are put on the tables and children enjoy the social occasion, helping to set their own place and clear away their dishes. Systems to ensure that allergies and specific dietary requirements are respected and accounted for, are secure. Highly effective steps are taken to promote good hygiene throughout the nursery. For example, children all wash their hands before eating, older children brush their teeth after lunch and are taught to 'catch their cough' and staff wear aprons when serving food or feeding children. Babies individual routines for eating and sleeping are followed which supports their welfare needs. Children learn how to keep themselves safe through many activities; they practise regular fire drills, understand how to use equipment such as screwdrivers and scissors with care and learn about personal and road safety when out and about in the community. Behaviour throughout the nursery is excellent. This is due to the highly stimulating environment and staff's ability to distract children before instances of inappropriate behaviour occur. Positive language is constantly used by staff such as 'lots of good helping everybody, well done' which reinforces good behaviour, boosting children's self-esteem and feelings of self-worth.

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?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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