

Treetops Nursery Tewkesbury

Inspection report for early years provision

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Inspector Angela Cole

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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*.

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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Treetops Nursery Tewkesbury is one of 31 nurseries run by Treetops Nurseries Limited. It opened in 2009 and operates from a converted house in a residential area of Tewkesbury in Gloucestershire. There are three base rooms and connected facilities on the first two floors. On the ground floor are the baby unit and preschool rooms with access to the covered outdoor area and garden with grassed and all weather surfaces. The toddler unit is based on the first floor. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for bank holidays.

The setting is registered by Ofsted on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 56 children to under eight years may attend the nursery at any one time on a full, part-time or sessional basis. There are currently 38 children aged from three months to under five years on roll. The nursery currently supports a number of children learning English as an additional language.

There are 12 members of staff at the nursery. Of these 10 have appropriate childcare qualifications and two are gaining a qualification. There are three member of staff working towards a higher qualification, including two gaining Early Years Professional Status. The nursery provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because staff know the children well and take account of their individual needs in order to plan effectively and ensure that they remain interested and engaged. Systems to monitor children's progress are not yet fully effective. Effective implementation and re-visiting of policies and procedures helps to make sure that children are safe and their health is given excellent focus. Outstanding links with links with other providers mean that children benefit from a consistent approach. Developing relationships with parents well encourage their participation in their children's learning and the organisation of the setting. Well promoted strategies for self-evaluation involve parents, children and staff who contribute to the identification of priorities for improvement which positively results in better outcomes for children.

What steps need to be taken to improve provision further?

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

- extend the use of monitoring systems to ensure that children make maximum

progress in each area of learning based on their next steps in learning.

The effectiveness of leadership and management of the early years provision

The leadership and management of the setting is strong. Safeguarding is given a high priority and staff are well informed about safeguarding issues so that they are able to recognise a child who may be at risk. Quality policies and procedures are in place to ensure that the correct action is taken to protect children if the need arises. Staff are vigilant at all times and safety aspects are regularly shared with parents to keep children safe. A thorough risk assessment programme is in place with clear arrangements to ensure that reviews are carried out regularly. Robust employment procedures are in place to ensure that those working on the premises are suitable to do so. A well established appraisal system and clear commitment to personal development mean that, overall, staff are well qualified for their roles and ensure that knowledge and skills are kept up to date. Previous actions are well implemented to make sure that all children are supported by a good ratio of appropriately qualified adults throughout the day.

The team of staff work well together and are clear about their delegated roles and responsibilities. The management team effectively supports staff to reflect upon practice, to further their enthusiasm and to implement identified areas for improvement. Particular attention is paid to ensuring that the environment effectively meets children's requirements. Mobile children are able to move freely in and out of doors as they wish to explore the stimulating garden resources. Ample quantities of high quality furniture and equipment are clearly labelled and are stored at a low level so that babies and older children can help themselves safely. The use of time and resources is well managed which means that children are able to plan, organise and complete their activities, whilst gaining security from the regular routine.

The setting is highly committed to working in partnership with others involved in the children's early years education and care. There are well established channels of communication that successfully promote children's learning, development and welfare. Parents are offered high-quality information about the provision and, increasingly, about their child's progress. There are clear systems for them to be well involved in their children's learning and contribute to decision making within the nursery. The setting is inclusive with a strong emphasis on treating children as individuals. Staff know the children well and they recognise, value and celebrate difference. As a consequence, children's needs are well met and they effectively develop their understanding of the wider world, for example, on outings to the town to feed ducks and post their letters.

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

All children progress well in relation to their starting points as staff care for them in small groups, recognising their achievements and planning effectively. They offer activities and experiences that are interesting, stimulating and actively promote

children's development. Key persons assess children's ongoing achievements and increasingly use their knowledge of children's interests, their own observation programme and information from parents and other providers to tailor plans to suit each individual. Systems to monitor children's progress are not yet robust to assess the educational programme in terms of children's next steps.

Children are eager to attend the nursery and respond to challenges with enthusiasm. They show growing levels of independence, selecting resources and activities for themselves. They gain self-assuredness to form strong relationships with their peers and adults in the nursery. They demonstrate caring attitudes towards each other, readily sharing toys and playing co-operatively with each other. A clear programme of observation and assessment is developing alongside use of information from parents to accurately map children's achievements in the Early Years Foundation Stage. Children learning English as an additional language are well supported as staff helpfully communicate through pictures and signs and gather words in their languages to display.

The text-rich environment and readily available resources promote children's enjoyment of reading and mark-making. For example, they eagerly find objects to tell their chosen 'story of the week' and become immersed in creating patterns in shaving foam and wet sand. Young children gain confidence to describe their paintings and to form the letters that make up their names. They capably weigh, measure and match during activities, such as cooking, and can count confidently. Children's knowledge and understanding of the natural world is enhanced as they grow plants, such as herbs, fruit and vegetables. Singing, dancing and role play activities allow children to express themselves in a variety of ways, for example, in a 'café'. The good availability of resources means that children construct and create for their own purpose, including a 'recycled robot'. The significant progress made in communication, numeracy and information and communication technology skills ensures children actively gain skills they need for the future.

Key relationships are very strong, which means that children feel happy and settled in the setting. They are reassured by staff who are caring and affectionate towards them. They develop a clear understanding of how to keep themselves safe, as staff take time to show children how to recognise risks and to take appropriate action. For example, younger children safely negotiate the stairs and know to take big or little steps, rather than running indoors. Healthy lifestyles are very readily adopted. Babies and children spend ample time enjoying the fresh air, being extremely active and readily making positive food choices as part of their well-balanced diet. They learn about the importance of physical exercise and hygiene in discussion and create posters to remind others. Children behave well because they are fully interested and engaged throughout. They are clear about the boundaries and know what is expected of them and are proud to receive 'golden leaves' for helpful behaviour. They learn good manners and model the positive behaviour and attitudes displayed by staff. Children gain a well developed sense of responsibility. They help to prepare their play materials, for example, to mix paint for the week and learn where toys are stored to tidy these after use.

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	2

The effectiveness of leadership and management of the early years provision

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

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	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met