



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253824

DfES Number: 513270

INSPECTION DETAILS

Inspection Date	19/10/2004
Inspector Name	Patricia Webb

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Treetops Day Nursery
Setting Address	Russells Hall Hospital Pensnett Road Dudley West Midlands DY1 2HQ

REGISTERED PROVIDER DETAILS

Name	The partnership of Mrs J Carroll, Miss E Carroll & Mrs S Payne
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ORGANISATION DETAILS

Name	Mrs J Carroll, Miss E Carroll & Mrs S Payne
Address	Tudor House Dene Avenue Kingswinford West Midlands DY6 9TJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Treetops Day Nursery has been registered since 1993. It is sited in the grounds of Russells Hall Hospital in the Pensnett area of Dudley. It operates from 2 purpose-built single-storey buildings serving children from the local community and those whose parents are working within the hospital. Care is provided in 4 baby rooms, 3 toddler rooms and a pre-school unit. There are two fully enclosed outdoor play areas, one of which is specifically for children under two years.

There are currently 110 children on the roll. This includes 15 funded 3-year-olds and 7 funded 4-year-olds. The nursery supports children with special needs and children for whom English is an additional language.

The nursery opens Monday to Friday, all year round, from 07.15 to 18.00.

There are twenty one members of staff working directly with the children, most of whom hold a relevant early years qualification. Four staff are working towards a qualification. The setting receives support from a teacher mentor from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Treetops Day Nursery provides satisfactory care for children.

The owners take a visible and active role in the day to day running of the nursery. The premises are clean and brightly decorated offering a welcoming environment for parents and children. Staff are friendly and approachable, fostering positive relationships particularly with the younger children, giving appropriate praise and talking to them. There is a range of resources available to encourage children's development, this is particularly good for the younger children, however at times, some resources are presented poorly, deterring children from enjoying these activities to the full.

Documentation is in place, although risk assessments are not currently carried out,

hindering how well staff can identify areas of potential risk and address any hazards effectively. There were times when health and hygiene routines were compromised, increasing the risk of cross infection. However, children are encouraged to follow appropriate personal hygiene procedures. Care plans for the younger children are comprehensive and ensure that their needs are met. This is not always consistent with other age groups resulting in some children's individual needs not being identified or effectively met. This was evident with children and families for whom English is an additional language. Staff were unclear about the implementation of the code of practice for identifying and assessing special needs.

Staff did not demonstrate an awareness of using effective strategies to manage the behaviour of some children. The application of some guidelines for behaviour were inconsistently applied by some staff, this lead to confusion for some children.

The nursery develops relationships with parents and information is exchanged on a daily basis.

What has improved since the last inspection?

At the last inspection the providers agreed to devise a procedure to be followed in the event of a child being lost or uncollected from the nursery; obtain written parental permission for seeking emergency medical treatment; implement a no smoking policy; and ensure that the child protection policy includes procedures to be followed if an allegation of abuse is made against a member of staff.

All of these actions have now been completed satisfactorily and the required procedures are now in place.

What is being done well?

- Children are confident and familiar with the nursery routines.
- Good use is made of the outdoor play areas to ensure that children have the opportunity for physical play on a regular basis.
- The access to the premises for people with a disability is good allowing for wheelchair access for both children and parents if necessary.
- Information relating to younger children is comprehensive and shared with parents.

What needs to be improved?

- access to well prepared resources
- risk assessments to effectively identify and address potential hazards
- procedures to reduce the risk of cross infection
- staff's knowledge and understanding of equal opportunities
- staff's knowledge of special needs issues

- staff's knowledge and consistent application of effective behaviour management.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown		
Std	Action	Date
6	Conduct regular risk assessments on the premises outlining any action to be taken to minimize identified potential hazards to children and staff.	19/12/2004
7	Ensure that positive steps are taken to prevent the spread of infection and that the arrangements for administering first aid are effective.	19/12/2004
9	Develop staff's knowledge and understanding of equal opportunities issues in order to meet children's individual needs effectively with particular regard for children and families where English is an additional language.	19/01/2005
11	Develop staff's knowledge and understanding of effective behaviour management ensuring that any strategies used are consistently applied.	19/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
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5	Ensure that resources are regularly checked and presented in a way that encourages children to actively participate relevant to their age and stage of development.
10	Develop staff's knowledge and understanding of special needs issues with particular regard to inclusion and the Code of Practice for the identification and assessment of special educational needs.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Treetops Day Nursery provides nursery education with significant weaknesses overall and children's progress towards the early learning goals is limited in most areas. However in the areas of physical development and knowledge and understanding of the world there is generally good progress.

Teaching has some significant weaknesses. Staff have limited knowledge of the early learning goals, this impacts upon the experiences and opportunities that are offered to children to support their understanding, development and education. There is limited understanding of how children learn and staff have no awareness of the requirements of the code of practice for special educational needs. The management of children's behaviour is inconsistent, this impacts on children's ability to learn and fully understand right from wrong. There is evidence of planning and that short and long term planning is linked.

Leadership and management is poor. Staff receive little support and guidance from senior management and are unclear about their individual roles and responsibilities. They have limited skills and knowledge which impacts upon their ability to monitor and evaluate children's progress and identify required improvements to the care and education available to children.

Partnership with parents is generally good. Parents are encouraged to share what they know about their children, this is predominantly verbal information. There is some information regarding nursery education available to parents. There are limited opportunities for parents to be actively involved in their children's learning.

What is being done well?

- Children have a good sense of co ordination, they use a range of large and small equipment confidently.
- Children plan and construct with a purpose using a range of materials.

What needs to be improved?

- staff's understanding of the early learning goals and the Foundation Stage curriculum
- senior management's support to staff to ensure that they understand their roles and responsibilities
- staff's monitoring and documenting of children's progress
- resources to support children's learning in communication language and literacy and in mathematics

- staff's awareness of consistent behaviour management policies and strategies.

What has improved since the last inspection?

Poor improvement has been made since the last inspection, key staff were unaware of the contents of the last inspection report. Staff were not able to demonstrate consistency in emphasising good behaviour rules, this continues to impact on children's behaviour and understanding and has an impact on their ability to learn.

Children's access to books in the quiet room is still limited, they are not encouraged to use books independently to support their development.

Due to a lack of development of resources there are still gaps in children's learning and multi cultural understanding.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are able to separate easily from carers, they approach familiar and unfamiliar adults to seek help and ask questions. Children are not encouraged to be self disciplined, they are not learning to share their feelings or understand the impact of their behaviour on others. They are not learning to work co-operatively. They do not have opportunities to understand differences in cultures and beliefs or discuss their life experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children communicate well with peers. Some children have an understanding that print and marks have meaning but are not able to fully develop their understanding of the written word. They are not actively encouraged to access books independantly. Children can identify their name on arrival. Children cannot always extend their writing skills through imaginative play due to a lack of resources.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children use mathematical language freely throughout play. Some older children are able to recognise numbers in sequence up to ten, further progress in number recognition is limited. Children's opportunities to observe number displays around the nursery are limited. Children do not develop mathematical ideas or solve problems. Progress is hindered by a lack of resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have an understanding of the process of change, by growing seeds and plants. They are able to build and construct with a purpose, they plan and decide what materials to use. Children are not able to develop their understanding of other cultures and lifestyles, there is little encouragement to talk about their families or the locality. Children are not able to fully develop their understanding of everyday technology.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have a good sense of co-ordination, they use a range of large and small indoor and outdoor equipment competently. Not all children have an understanding of the need for personal space or how to work co-operatively. They are beginning to develop an understanding of the need to keep healthy, they understand the importance of washing their hands after the toilet and after coming in from outside.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children discuss and decide what they intend to do using a range of materials including paints and glue. The opportunities to use some resources are limited, for example access to crayons. They are beginning to develop their imagination, using the resources in role play area. Children show an interest in music sessions, they join in singing rhymes but at times the length of the sessions results in children losing interest and not fully participating.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve all staff's understanding of the early learning goals and the Foundation Stage Curriculum
- improve senior management's support to staff to ensure staff are fully aware of their responsibilities
- improve systems for monitoring and documenting children's developmental progress
- increase resources available to support children's development particularly in communication language and literacy and mathematics
- ensure staff are aware of consistent behaviour management policies and strategies.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.