

Treetops Beechwood

7 Plymyard Avenue, Bromborough, Wirral, Merseyside, CH62 6BQ



Inspection date	20 April 2016
Previous inspection date	21 July 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership and management at all levels are strong and a clear vision and ethos is being conveyed to the staff team. Corporate policies and procedures are implemented with efficiency and underpin the good, safe care of children.
- Staff are exceptionally kind and attentive. The care provided is gentle and highly responsive to the moods, routines and feelings of the children. This helps the formation of very strong emotional attachments. The calm and unrushed approach of staff helps children to participate fully in nursery life, at their own pace, each day.
- Staff have a wide range of qualifications and experience and teaching is good. Staff have a good understanding about the ways children develop their learning and physical development through their play. Excellent use of the outdoor area tempts children to be excited, eager and independent learners. Children of all ages demonstrate an inquisitive attitude as they explore their world.
- Partnerships with parents and other professionals and services are very strong. Parents feel that their views are fully considered and acted upon. Children are being prepared to move within nursery and on to school. Discussions about aspects of children's development are conveyed by staff in a sensitive manner.

It is not yet outstanding because:

- The current arrangements for professional development do not fully provide opportunities for staff to consider how they can raise teaching to the highest level.
- Although, there are some resources to represent the nationalities of the families of the children who attend. Staff have not explored fully how they can build on the ways they support children to extend their understanding of diversity.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- sharpen the arrangements for professional development to focus more precisely on supporting each member of staff to understand what they need to do to raise the standard of teaching
- support staff to help children share experiences and explore the similarities and differences of families and communities beyond their own.

Inspection activities

- Prior to the inspection, the inspector viewed the previous report and information held by Ofsted.
- The inspector spoke with members of staff and children at appropriate times during the inspection. He also took account of the views of parents spoken to at the nursery on the day of the inspection and also by telephone.
- The inspector held meetings with company's head of childcare, an area manager, the nursery manager and deputy manager. He also discussed the self-evaluation arrangements and viewed plans for future nursery refurbishment.
- The inspector viewed activities throughout all areas of the premises and the outdoor play area. He observed teaching and interactions between the staff and children.
- The inspector looked at children's registration records and planning documentation. He checked the evidence of the qualifications and the suitability of staff working in the setting and also looked at a range of other documentation, including staff deployment.
- The inspector checked the arrangements for first-aid trained staff and their deployment.

Inspector

Frank Kelly

Inspection findings

Effectiveness of the leadership and management is good

Staff work well as a team and the team spirit is strong, creating a pleasant place for children to be. Self-evaluation is secure and plans for improvement are extensive. Safeguarding is effective. Staff demonstrate they have a very good understanding of policies for child protection and any steps they need to take to keep children safe while in their care. Staff ratios are maintained and staff are deployed well to supervise children at all times. A regular supervision and performance management programme is in place, which is, generally, supporting the steady progress in teaching. The monitoring of assessments of children's learning is secure.

Quality of teaching, learning and assessment is good

The staff provide an inviting and interesting environment for children to learn in. Activities are, in the main, well matched to the children's developmental stages. Babies enjoy lots of tactile experiences which provide them with strong foundations for being exploratory learners. The toddlers enjoy sharing experiences, such as a story, and watching the squirrel and birds feed. Good arrangements are in place to monitor children's learning and there are secure systems for checking these regularly. Parents are actively engaged to share information about their children and support ongoing learning. Staff use their knowledge of children's likes and observations to plan activities and make sure children are well supported in their learning.

Personal development, behaviour and welfare are good

The staff's genuine pleasure in caring for children is reflected in the tender way they attend to children's needs. They provide an exciting environment within which children feel safe. Staff sit with, play and support children to play. Their polite and consistent role modelling helps children to be kind and respectful to each other. Children enjoy close contact with their key person and are eager to show what they know or can do. Toddlers are developing their own self-help skills very well as they independently try to hang up their coat. They explain to visitors the need to wash their hands because they are dirty. Older children eagerly undertake the challenges of the balancing beams, developing their understanding of taking turns and keeping themselves and friends safe. Staff support children's self-esteem and motivation to learn as they praise and encourage their efforts and achievements.

Outcomes for children are good

Children are eager and excited learners. They are confident to try things out. Pre-school children spend lots of time testing how to fit tubes into a stand and then differing ways to pour water down them. They delight in mixing paint in a large tray and eagerly try to form their names with chalk on the floor. Toddlers enjoy imaginary play and building with big blocks. Older babies are keen to handle rainbow coloured spaghetti and make noises as they tap on metal pots. Younger babies squeal as they handle the books and crawl to reach the ducks in the water. These activities help children build confidence and positive attitudes towards independent learning. They explore and test things out, developing skills that support their future learning.

Setting details

Unique reference number	EY272702
Local authority	Wirral
Inspection number	848573
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	68
Number of children on roll	109
Name of provider	Treetops Nurseries Limited
Date of previous inspection	21 July 2011
Telephone number	0151 334 7550

Treetops Beechwood first opened in 1995 and was registered to the current management in 2003. The nursery employs 18 members of childcare staff. Of these, one has early years teacher status and 13 hold appropriate early years qualifications at level 2, 3 or 4. The nursery opens Monday to Friday, all year round with the exception bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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