

Treetops 2B The Grove

2b The Grove, London, W5 5LH



Inspection date

27 June 2017

Previous inspection date

19 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- The manager is an effective leader. She regularly reflects upon the quality of the provision and demonstrates a strong commitment to ongoing improvement.
- Changes to the provision are well planned to have a positive impact on the service, and on outcomes for children. For example, improvements to the systems for monitoring staff's performance are helping to raise the good standard of teaching further.
- Children have lots of interesting opportunities to explore using their senses. For example, they experienced the smells and textures of fresh food as they played with real herbs, fruit and vegetables in the role-play area.
- Relationships with parents are effective. Parents speak highly of the close relationships formed between their children and members of staff. They feel that there is a good exchange of information, which helps to ensure that children's care and learning needs are understood.
- Children, including those who have special educational needs and/or disabilities and those who receiving additional funding, make good progress from their different starting points.

It is not yet outstanding because:

- Children enjoy exploring the environment and directing their own play. However, staff sometimes miss opportunities to use their skills to extend learning even further.
- The manager has not explored all possible ways to strengthen links with other childcare settings that children attend, to fully support consistency in their learning.

What the setting needs to do to improve further

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

- develop further the focus on supporting staff to recognise when to intervene to extend children's learning during games and activities
- continue to develop effective links with other childcare settings that children attend, to provide consistency in their learning.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of staff and interacted with children at intervals during the inspection.
- The inspector had discussions with a selection of parents, looked at samples of their written feedback, and considered their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's learning records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a thorough understanding of how to protect children from harm. Ongoing training and regular discussions help to keep their safeguarding knowledge current. The systems for staff recruitment and induction are robust, which helps to ensure that staff working with the children are suitable. Staff say that they benefit greatly from regular support and guidance provided by the manager and deputy manager. They act as positive role models and inspire staff to develop their practice further. Training is used effectively to raise the standard of teaching. For example, staff have improved the feedback they give to children, helping them to understand what is expected of them and what they do well.

Quality of teaching, learning and assessment is good

The learning environment is vibrant and stimulating. There is a good range of high-quality toys and resources to support children's learning. These are well organised and easily accessible, so that babies and children can make independent choices about their play. Staff use observations and assessments effectively to monitor children's progress and find out what they need to learn next. They plan a good range of activities based on children's current interests and learning needs. Children develop good hand-to-eye coordination. For instance, babies manipulate buttons and levers on activity toys, and delight at the sounds and effects they cause. Children begin to express their ideas creatively. For example, older children created imaginative collages to represent their experiences of different weather.

Personal development, behaviour and welfare are good

Children are happy and confident as they explore the indoor and outdoor learning environments. They enjoy the frequent praise they receive from staff, which boosts their self-esteem. Staff sit with children as they eat and talk encouragingly about the healthy foods they are enjoying. They teach children to be helpful and to begin managing their own personal care. For instance, they learn to put on their shoes after sleeping and serve their own food at mealtimes. Children's behaviour is good. Staff support children's emotional well-being very effectively when they move from the baby room to the toddler room, and when they move on to the provider's pre-school setting. For example, key persons spend time with the children in the new environment and ensure that information about children's care and learning is shared.

Outcomes for children are good

Children develop a wide range of skills to support the next stages in their learning. They develop confidence in their own abilities and become enthusiastic learners. Children enjoy a range of exciting opportunities to explore early writing. For example, babies used their fingers and toy cars to make tracks in a tray of yogurt. Older children discovered how to differentiate the marks they make, using a range of tools and resources in a tray of flour and lentils. Children develop important social skills as they play alongside each other and learn how to behave in a group.

Setting details

Unique reference number	118118
Local authority	Ealing
Inspection number	1089195
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 - 2
Total number of places	50
Number of children on roll	53
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Date of previous inspection	19 May 2015
Telephone number	020 8567 4300

The nursery registered in 1992. It is situated in the London Borough of Ealing. The nursery is open each weekday from 7.30am to 6pm, throughout the year. The provider employs 12 members of staff. Of these, 10 hold an appropriate early years qualification at level 2 or level 3. The provider receives funding for the provision of free early education for children aged two years.

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