

Treetops Sandy

7 Medusa Way, Sandy, Bedfordshire, SG19 1TH



Inspection date	18 August 2017
Previous inspection date	14 August 2015

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

Summary of key findings for parents

This provision is outstanding

- The nursery is exceptionally well led and managed. Expectations are high and there is a strong commitment to provide the highest quality of teaching and learning for children. Leaders share their ambitious vision with staff which inspires them to continuously improve.
- Staff know children particularly well. This allows them to tailor all activities for individual children. As a consequence, children make rapid progress in their learning.
- The nursery work closely with other agencies and professionals. Staff promote the welfare of the children through regular meetings where they take advice on how to support the children further.
- Staff swiftly identify gaps in children's learning and put a range of strategies in place. For example, funding is targeted to improve specific outcomes for children.
- Children demonstrate high levels of independence. For instance, older children apply sun cream themselves competently. Staff teach babies to look for their pictures on their own drinking cups.
- Staff use their excellent knowledge of how children learn to provide a stimulating environment. For example, they have a specific area for young babies that promotes early eye development.
- Staff support communication skills very well. They ask children questions that are meaningful and listen carefully to their interesting answers. For example, as children speak about going to France, staff encourage discussions about the different ways they can travel.
- Children are exceptionally well-prepared for the next stage of their learning. They are self-motivated, active learners who enjoy exploring and finding out about the world around them.

What the setting needs to do to improve further

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

- embed the excellent performance management programme for staff further.

Inspection activities

- The inspector observed general play and routines in the base rooms of the nursery. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the manager and area manager in relation to observations of the children's play, learning and progress.
- The inspector spoke to parents and took their views into account.
- The inspector reviewed the provider's self-evaluation.

Inspector

Elke Rockey

Inspection findings

Effectiveness of the leadership and management is outstanding

Staff work tremendously well as a team and place the needs of children at the heart of everything they do. When they identify training to attend, it is because it will benefit children's learning and well-being. The highly qualified manager uses her knowledge and skills to encourage all staff to enhance their teaching skills further. Parents are included in every aspect of their child's care and education. Parents' views are quickly gathered with a question of the week to continue improvements to the nursery. Safeguarding is effective. Staff are very knowledgeable on what might concern them about a child and know how to make appropriate referrals about children to protect them. There are strict recruitment procedures in place to ensure all staff are suitable.

Quality of teaching, learning and assessment is outstanding

Children show a desire for learning as they concentrate on developing their own play. Babies fill the sink in the home corner with water and then wash up containers. This inspires their natural explorative impulses. Staff make excellent observations that inform sharply focused assessments of each child's development. They share this information with parents and other professionals. Activities are meticulously planned to support children's individual needs and acquire new skills. These activities are re-shaped by staff to meet the children's learning requirements and promote curiosity. For example, while making playdough, staff allowed younger children to explore the food materials. They spark older children's critical thinking about the quantities needed and what happens when too much water is added. There is a wide range of child initiated activities, for example, children sit in a den and 'write' with pens and paper while chatting away. This helps children learn about writing and reading skills. From the beginning, staff gather details from parents and the child themselves to give children a fantastic start to learning.

Personal development, behaviour and welfare are outstanding

Children are confident and feel positive about themselves and others. They are very well supported by skilled and caring staff who help to build their esteem. As children move on to the next room, parents and staff work closely together to make sure that each individual child is known well to their new key person. As a result, children are settled and ready to learn while at nursery. Parents visit and celebrate children's unique backgrounds and abilities. Staff support children's growing awareness of their own safety. For instance, they explain to toddlers why they need to mop up spilled water with towels. Children's health and physical well-being are supported superbly as they take part in sports day activities and use the well resourced outdoor area to extend their play. For example, they use small sponges, brushes and rakes to carefully clean their bikes and other resources.

Outcomes for children are outstanding

All children make excellent progress from their starting points. The management team monitor groups of children's learning and use this information expertly to benefit the children. Those who need extra support begin to reach age related expectations. Staff introduce mathematical concepts to children in useful ways. For example, by using scales when cooking.

Setting details

Unique reference number	219271
Local authority	Central Bedfordshire
Inspection number	1101425
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 - 5
Total number of places	78
Number of children on roll	75
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Date of previous inspection	14 August 2015
Telephone number	01767 683 602

Treetops Sandy was registered in 1998. The nursery employs ten members of staff, of whom eight staff hold appropriate early years qualifications, including one who has Early Years Professional Status. The nursery is open from 8am to 6pm, Monday to Friday, all year round. The nursery provides funded education for two-, three- and four-year-old children.

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