

# Treetops Kilburn

2 Victoria Road, Kilburn, London, NW6 6QG



<b>Inspection date</b>	15 January 2018
Previous inspection date	5 February 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 uses self-evaluation well, to identify areas for development in the nursery. She effectively uses the information she gathers from staff, parents and children to make targeted improvements. She is ambitious and has high expectations of staff and children.
- Staff in the baby room are particularly strong in supporting the emotional development of very young children. They are skilled at meeting their unique needs, and have a good understanding of how babies learn.
- Parents praise staff and say they are warm and supportive. They receive detailed information about their children's development. Staff regularly provide parents with ideas to help them extend their children's learning at home. This provides continuity of learning for children.
- Staff use their regular observations to accurately assess children's development. They quickly identify children who may need additional support, and put strategies in place to help them catch up. All children make good progress from their different starting points.

### It is not yet outstanding because:

- Some staff do not make the best use of opportunities to teach children how to share.
- Staff do not consistently grasp opportunities to build on children's language and communication skills as effectively as possible.

## What the setting needs to do to improve further

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

- develop consistency in the ability of all staff to support children to share resources
- increase the ability of staff to identify, and make the most of, opportunities to support children's language skills during activities.

### Inspection activities

- The inspector observed different activities, including outdoor play, and assessed the impact on children's learning.
- The inspector held a meeting with the manager.
- The inspector looked at a selection of policies, children's records, and documents relating to the suitability of staff. She discussed self-evaluation with the manager.
- The inspector talked to staff, children and parents to gather their views.

### Inspector

Ceri Callf

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff are confident in their understanding of the signs and symptoms which may give cause for concern about a child's welfare. Staff have completed training updates about how to identify any children who may be at risk of exposure to extreme ideas or behaviours. The manager follows effective recruitment and induction procedures, to ensure that staff are suitable to work with children. Overall, the manager supports staff professional development well through regular training, supervisions and appraisals. Staff use the training they receive effectively. For example, to enhance how they track children's progress and development.

### Quality of teaching, learning and assessment is good

Staff effectively support children in exploring with their senses. For example, they provide different herbs for children to examine, rub and smell. They are skilled in enriching activities to maintain children's interest. For example, during story time children are interested and excited as they use props provided by staff. Staff work closely with outside professionals, when needed. This particularly supports children who have special educational needs (SEN) and/or disabilities. Staff regularly observe children's immediate interests and abilities, to carefully plan what they need to learn next and improve children's learning outcomes.

### Personal development, behaviour and welfare are good

Staff provide children with opportunities to learn about their similarities and differences. For example, they eat interesting and varied meals which reflect the children's different cultures. They carry out simple tasks, which support them in the next stage in their learning, including school. For example, they help to lay the table at mealtimes and pour water for their friends. Children learn to care for the resources and environment. For example, children participate in 'tidy time'. Staff support children's physical development well. Children engage in exercise sessions, and delight in pretending to be jumping beans. Staff effectively support children's emotional well-being.

### Outcomes for children are good

Children are independent, motivated learners. They confidently adapt and extend their own activities. For example, while mixing paints they decide to add toy dinosaurs and paint them. They delight in experimenting and working together to see how far they can stretch quantities of play dough. Children use their emerging mathematical skills to count the number of times they roll the soft-play equipment to staff. They use their developing knowledge of the natural world to talk about volcanoes and lava. The youngest children laugh delightedly, as they squeeze toys to make them squeak, and splash and pour water.

## Setting details

<b>Unique reference number</b>	137799
<b>Local authority</b>	Brent
<b>Inspection number</b>	1085756
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	70
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Treetops Nurseries Limited
<b>Registered person unique reference number</b>	RP900833
<b>Date of previous inspection</b>	5 February 2015
<b>Telephone number</b>	020 7328 8791

Treetops Kilburn registered in 1999. The nursery is open Monday to Friday from 8am to 6pm, all year round. There are 12 members of staff. Of these, 10 hold relevant early years qualifications from level 2 to level 5. The nursery receives funding for the provision of free early education to children aged three and four years.

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