

# Inspection of Treetops Day Nursery

119 Psalter Lane, Sheffield, Yorkshire S11 8YR

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Inspection date: 19 September 2019

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Not applicable
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and well behaved. They show kindness and consideration towards others. For example, children help each other to put on their dressing-up clothes or show their friends how to complete a computer game. Children grow in independence and confidence when, for example, they choose their own activities and serve themselves their healthy meals. Staff have high expectations for children and provide a bright, welcoming and safe learning environment. They work as a team to provide activities which capture children's imaginations and extend their achievements.

Staff form strong bonds with children and ensure that they are kept safe and cared for. They promote children's communication skills well. Staff develop children's speaking skills well. For instance, they involve children in personal, animated and engaging conversations and questions. Good-quality children's books, rhymes and stories are at the heart of many of the activities planned for children. Staff tell children stories very well, to help capture their imaginations.

## **What does the early years setting do well and what does it need to do better?**

- The manager and her staff are ambitious for all children to achieve well. They work closely with parents. Staff gather information on children's skills and understanding, including for those children with special educational needs and/or disabilities (SEND). This helps to ensure that children make a strong start to their learning.
- Children make good progress. Staff closely observe children's achievements and identify their interests to plan further activities. Overall, they make sure that all children's learning is built upon and regularly reinforced. For example, staff enhance children's manipulative and counting skills when they create threading and sewing pictures.
- The manager provides strong leadership to the staff team. Procedures to evaluate and strengthen the quality of provision are well informed by analysis of children's achievements and observations of teaching and learning. Leaders work closely with the local authority to support future development. Good-quality training contributes to curriculum development, such as the promotion of children's communication skills and the use of sign language.
- Parents comment positively on the regular communication they receive about their children's progress. They compliment the guidance given to support their children's learning at home. Parents strongly recommend the nursery provision.
- Staff support children to acquire the skills they need for their future learning, including making a successful start to school life. For example, children learn to listen well to others and follow increasingly complex instructions when they re-enact well-known stories and fairy tales.

- Staff use additional funding children receive well to have a lasting impact on children's achievements and address any gaps in their learning. For example, they ensure that all staff working with the children receive the same level of training to provide consistent support and care. Staff work closely with other professionals to support children with SEND.
- Staff are consistently kind and gentle role models. They help children to explore their emotions and learn to be tolerant of others. Staff help children to share and take turns in their activities. Children enjoy opportunities to climb, run and ride vehicles in the large and extensive gardens. Staff provide a good variety of nutritious and balanced meals and encourage children to clean their teeth afterwards.
- Staff's interactions with children are positive and effective overall. However, they do not consistently support children to deepen their learning in some areas, particularly their mathematical vocabulary.
- Occasionally, the arrangements for some routines, such as tidy-up sessions and registration activities, are not clear and engaging enough for children to fully participate in and learn from.

## Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead ensures that staff are well trained in child protection procedures and wider safeguarding issues. She holds regular supervision meetings to confirm staff's knowledge. Staff access the latest training to keep their understanding current. The manager regularly tests staff's knowledge and understanding through spot checks, quizzes and staff meetings. Policies and procedures reflect the advice and guidance of the local authority and are fully available to parents.

## What does the setting need to do to improve?

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

- build on the consistency of staff's interactions with children to extend children's mathematical vocabulary and deepen their understanding
- strengthen the organisation of routines, such as tidy-up times and registration activities, to help children to fully participate and follow instructions more precisely.

## Setting details

<b>Unique reference number</b>	EY555144
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10124210
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	111
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Cornerstone Nurseries Ltd
<b>Registered person unique reference number</b>	RP555141
<b>Telephone number</b>	01142509777
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Treetops Day Nursery registered in 2017. The nursery employs 14 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above. The manager holds an early years qualification at level 6. The nursery opens Monday to Friday from 7.30am until 6.30pm, all year round. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Andrew Clark

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a learning walk with the manager and discussed the organisation of the environment and development of the curriculum.
- The inspector spoke to children and staff.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held meetings with the manager. He looked at relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to parents and took account of their views.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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