

Inspection of Treetops Hopscotch

Parkgate Road, Chester, Cheshire CH1 4BE

Inspection date: 10 September 2019

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

The nursery is a hub of excellence. The manager is extremely successful at conveying her vision to the whole staff team. She has devised a curriculum that ensures there are no gaps in the children's development. Children are enthralled to explore and investigate the endless amount of exciting opportunities in the extensive outside environment. Older children are captivated while they find different ways to transport water from one tray to another using drainpipes. Adults extend children's learning by introducing the concept of sinking and floating with a range of vehicles to test. Children's development is further enhanced by exploring the concept of shrinking and expanding when using the hose to fill up the tray. They use newly learned words that staff have introduced in their play. Younger children's singing permeates throughout the setting as they joyfully sing and copy action songs and play games with their friends. They benefit from weekly music lessons to further enhance their learning. Babies adoringly smile and celebrate together as they learn to stand up for the first time. Children develop extremely positive attitudes to their play and they are eager to learn. While playing outside, they make tally charts to record how many worms they have found in the soil. Children are becoming very independent learners. They set up their outdoor learning environment, pour their own drinks and clean up their learning areas, using mops and brushes. Children's behaviour is exemplary. Robust systems are in place to ensure seamless transitions into subsequent rooms within the nursery and their eventual move to school. Children are extremely well settled and have a clear understanding of what is expected of them because rules are embedded from a very young age. Children learn about friendships and show high levels of confidence in social situations.

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

- Leaders monitor and coach staff superbly. For example, they use highly effective supervision to set targets to continually develop staff practice. Consequently, staff are equipped with excellent skills and have a remarkable understanding of how children learn and develop.
- Staff provide extensive support to families and their parent partnership is worthy of sharing with others. For instance, they visit schools with parents to help them decide on a setting which will fully support their child's needs. Parents are actively involved with every aspect of their child's learning. They extend their learning at home in all areas of the curriculum, using the vast bank of ideas given to them on the parent app. The nursery has an open-door policy and parents regularly work with their children and read stories to the group. Parents are invited into the nursery to educate children about different cultures. The nursery has close links with the community, which further enhance children's knowledge and experiences of people and the community that they live in.

- The manager is committed to ensuring that every child receives the very best start. Children's uniqueness is celebrated and all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, thrive in this fully inclusive environment. Leaders work closely with other professionals to implement outstanding teaching and care. As a result, children are able to achieve the best possible outcomes.
- Mathematical development is embedded throughout the nursery. Toddlers are supported to count how many legs a spider has and recognise shapes in the environment as they ride around the road track on tricycles. Older children are able to work out which day comes next when identifying the days of the week.
- Communication and language are at the heart of the setting and a love of reading is developed from a young age. Babies enjoy handling books and turning over pages, while toddlers choose their favourite books and listen attentively to stories. Older children think critically while they sequence stories and predict what could happen next. They are engrossed while reading 'Jack and the Beanstalk' and get into the role of different characters while reciting their lines.
- Children flourish in the extensive outdoor environment. They have ample opportunities to be physically active and show good control in both small and large movements.
- Children show extremely high levels of concentration and enjoyment in their play. They develop strong social and communication skills and quickly grow in confidence. Babies show secure emotional attachments as they enjoy cuddles from staff. Toddlers are imaginative as they pretend cardboard boxes are boats and sing 'Row, row, row your boat' while they rock sitting inside them. Younger children immerse themselves in their imagination as they make a shopping trolley out of crates and go shopping around the environment. Older children are confident to take risks and successfully negotiate how to jump from one piece of an agility course to another. All children make rapid progress in their learning and develop key skills for their future learning.
- Children's behaviour is exemplary. They have a clear understanding of what is expected of them. From a young age, children interact with their peers with respect and tolerance. They actively take turns and share equipment. Staff consistently praise children for their positive behaviour.

Safeguarding

The arrangements for safeguarding are effective.

Staff have an excellent understanding of what constitutes a safeguarding concern. They understand the procedures to follow to protect children from harm. The manager ensures staff keep their knowledge up to date through attending training courses, accessing online training and holding weekly staff meetings. When appointing new staff, the manager follows thorough recruitment processes. This ensures staff are suitable and have the necessary skills to fulfil their roles in the nursery.

Setting details

Unique reference number	EY244181
Local authority	Cheshire West and Chester
Inspection number	10109685
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	76
Number of children on roll	67
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Telephone number	01244 379 005
Date of previous inspection	30 May 2013

Information about this early years setting

Treetops Hopscotch registered in 2007 and employs 16 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two members hold an appropriate early years teaching qualification at level 6. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm.

Information about this inspection

Inspector

Olivia Barnes

Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection 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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