

# Inspection of Treetops Pre-School

Berrywood Primary School, Maunsel Way, Hedge End, SOUTHAMPTON SO30 2TL

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Inspection date: 24 January 2020

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children socialise well with each other and they display good behaviour. For instance, they cooperated to move piles of play bricks. Children carefully lifted the handles of the wheelbarrow together and negotiated a clear pathway across the garden area. They repeated the task until they had moved all of the bricks. Staff help children understand how to keep their bodies healthy. They talk to children about foods that should be eaten in moderation and show them how to improve their dental health. Staff provide a variety of nutritious snacks for children.

Staff successfully promote children's independence skills, as well as helping them to identify risks in their environment. During a cooking activity, staff modelled how to use knives safely. They showed children how to carefully tilt the blade of the knife to avoid making contact with their fingers. Children efficiently used a sawing action to cut fruit and vegetables into slices. They triumphantly added their ingredients into a larger pasta mix and carefully distributed the mixture into different containers.

Staff nurture children in their key groups. They always speak to children softly and take into account their care needs. Children develop strong attachments to their key person and they settle quickly when they arrive at pre-school.

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

- The manager and staff frequently develop the choice of resources available to children during play. Recently, they improved access to realistic role-play resources in the garden. On the day of the inspection, children enjoyed baking cakes for friends in the outdoor kitchen. They repeated skills they previously learned and used scissors to carefully cut pasta. Staff plan a range of different activities for children. However, they do not make the most of all exchanges they have with children. They do not consistently encourage children to experiment and problem-solve to further extend their learning.
- Additional funding for individual children is targeted well by the manager. She works with staff to identify beneficial resources that support children's development. They have increased the range of sensory resources on offer in the environment. Children take relaxing breaks whenever they need to. However, staff have not recognised that some aspects of the morning routine are less well organised and this causes minor disruption to children.
- The manager places a good focus on helping staff to develop their professional skills in a range of ways. For instance, staff learned more about different behaviour management techniques. They use these instinctively to provide positive support for children. Staff support children to practise taking turns. They encourage children to use visual aids, such as sand timers, so they know when it

is time to share popular toys with friends.

- Parents play a central role in children's education. Staff collaborate well with parents to share a broad range of information about learning. For instance, they frequently update children's profiles on the online system to reflect changes in their progress. They invite parents to attend regular meetings to discuss children's next steps in development. Parents express positive views about the level of care staff provide at the pre-school.
- The manager creates a positive culture at the pre-school and staff feel happy to share opinions about how to improve practice with colleagues. The manager appreciates that sometimes staff need additional support themselves. She knows her team well. She recognises their strengths and weaknesses, and makes a conscious effort to distribute work fairly. Staff report that they feel supported and are happy working at the pre-school.
- Staff establish strong links with other professionals involved in children's care. For instance, they regularly link up with the area inclusion coordinator to discuss strategies they can use to support children. Staff coordinate with practitioners at other childcare settings children attend, to formulate a consistent approach to children's care.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager strengthens staff knowledge of safeguarding, for example when she provides training to refresh their knowledge. Staff know precisely how to spot children who might be at risk of harm. They understand how to contact other agencies to raise concerns about children's well-being. The manager implements strict rules surrounding the use of social media platforms. For instance, staff know they are not permitted to share any information about their role at pre-school online. They understand that this is to protect children in their care. Staff help children understand what to do in an emergency situation. They practise evacuations once a term so children know exactly what to do in the event of a fire.

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

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

- monitor teaching practice further to raise the quality of the exchanges between staff and children to the highest level
- review routines to check that they meet the needs of all children at all times.

## Setting details

<b>Unique reference number</b>	EY422106
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10128741
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Treetops (Hedge End) Limited
<b>Registered person unique reference number</b>	RP530388
<b>Telephone number</b>	07775958392
<b>Date of previous inspection</b>	5 November 2015

## Information about this early years setting

Treetops Pre-School registered in 2011 and operates in the grounds of Berrywood Primary School, in the Hedge End area of Southampton. It is open each weekday, from 8am to 3.30pm, during school term times. The provider employs 10 members of staff. Of these, the manager is qualified at a level 6, another member of staff holds a level 4 childcare qualification and seven members of staff are qualified to a level 3. The provider receives funding for the provision of free early education to children aged three and four years.

## Information about this inspection

**Inspector**  
Julie Bruce

## Inspection activities

- Early in the inspection, the manager and the inspector took a learning walk. They discussed the layout of the provision.
- The inspector met with the manager and her deputy for a leadership and management meeting.
- During the morning, the inspector and the manager observed and discussed a planned activity.
- The inspector spoke to a range of parents. They discussed how staff share details of children's learning.
- Staff shared their knowledge of safeguarding policies and procedures with the inspector.

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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