

Inspection of Treetops Acorns

Acorns Childrens Centre, Lostock Lane, Lostock, BOLTON BL6 4BL

Inspection date: 24 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The dedicated leadership team acts with integrity and works flexibly with parents to ensure all children receive their full entitlement to funded early years education. All children, including those who are funded, those who speak English as an additional language, and children with special educational needs and/or disabilities, make consistently good progress. Leaders work with the enthusiastic staff to create a warm and welcoming setting. Constant reflection on practice is evident. For example, they have introduced many ways for parents to be involved in their child's learning and educational journey. These include an online application and a parents' forum for sharing information and ideas. Parents are highly complimentary about the quality of the service they receive.

Staff are well qualified and experienced. They provide a thoughtfully planned curriculum that builds on children's current skills and interests. Older children greatly enjoy learning about the functions of the human body, using the full-sized model skeleton. Staff support children to widen their vocabulary as they introduce words such as 'lungs' and 'heart'. In addition, they deepen children's understanding of how their lungs expand by demonstrating with a balloon. Babies relax and enjoy cuddles with staff in the rocking chair. Furthermore, they explore using all their senses as they investigate the array of sensory baskets. More can be done to help staff to develop their teaching during spontaneous play which is predominantly led by the children. There is also scope to widen opportunities for outdoor play, so this is consistently available to the children.

Children behave impeccably. They demonstrate that they are extremely thoughtful, polite and considerate. For example, they make room at the table for their friends to join in a tabletop game. Additionally, they independently sweep up sand off the floor and relish tasks such as helping staff to tidy away toys and organise the room.

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

- Staff's infectious enthusiasm and calm approach helps children to feel valued. Children are motivated and keen learners. This is particularly evident during adult-led and planned activities. At these times, children become immersed in their play. For example, they observe frogspawn and describe what it looks like. Following this, they manipulate dough to make frogs' eggs. Staff model language very well and introduce new words, such as 'life cycle'. Children showcase their high-level speaking skills as they use vocabulary such as 'froglet'. Staff teach mathematics well. For example, children compare the size of the eggs and confidently count out how many they have.
- Staff's well-being is of paramount importance. Leaders observe teaching and

give staff regular feedback on their performance. Staff have detailed face-to-face meetings and discussions with the senior management team. Leaders set realistic targets for improvement that are monitored and reviewed. However, more can be done to support staff to adapt activities and be highly responsive during times of spontaneous play and when play is mainly led by the children, in order to maximise their learning.

- Overall, staff provide stimulating areas for outdoor play. Older children develop their large-muscle skills as they scale equipment and crawl through a tunnel. Babies enjoy the freedom of movement outdoors and are taken on outings, using the 'buggy bus'. However, staff do not always ensure the outdoor areas are fully accessible to the children, such as in poorer weather conditions. This means that children who prefer to learn outside do not receive consistent support to enhance their learning in the best possible way.
- A great emphasis is placed on ensuring children are safe and healthy. Children help staff to conduct daily risks assessments, and contribute their views and ideas regarding the food menus. All meals provided for children are nutritious and meet their individual requirements. Recipes are shared with parents to help to create a culture of eating healthily. Staff teach children about the benefits of good dental hygiene. Children practise brushing their teeth, and staff read stories about visiting the dentist to help dispel any anxieties.
- Children display a can-do attitude. They relish tasks such as putting on their own coat and wiping their own nose. Additionally, children serve themselves food, pour their own drinks and manage their own personal hygiene.
- Children are extremely kind and caring. They listen to staff's age-appropriate explanations and they display exceptionally high levels of self-control. Staff provide constant praise and encouragement. Children behave maturely, find solutions to problems, and display genuine affection for their friends and the staff. Children say staff are their 'best friends'.
- Children have ample opportunities to learn about each other and to develop an appreciation of their own uniqueness and that of others. For example, children look at each other's faces in a mirror. They talk about how they are similar and different to each other. Children visit places of interest, including local shops and businesses, as they learn about their diverse community.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend regular safeguarding training. The senior leadership team accesses higher level training, such as for the designated safeguarding lead. There are effective policies, procedures and risk assessments in place. These are understood and implemented by all staff. This contributes to children being safe and secure while in the setting. High priority is given to ensuring staff's suitability. For example, staff are thoroughly vetted and undergo a robust induction before they can be left unsupervised with children. Staff understand what they need to do should they have a concern about a child or a colleague they work with.

What does the setting need to do to improve?

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

- support staff to further develop their confidence and teaching during children's spontaneous play, so they can skilfully adapt activities to help build on children's unique learning needs even further
- make better use of the outdoor areas, in all weather conditions, so that children who prefer to learn this way have maximum opportunities to extend their play and learning.

Setting details

Unique reference number	EY399877
Local authority	Bolton
Inspection number	10074329
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	82
Number of children on roll	80
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Telephone number	01204 667251
Date of previous inspection	5 January 2016

Information about this early years setting

Treetops Acorns registered in 2009. The nursery employs 13 members of childcare staff. Of these, 11 staff hold early years qualifications from level 2 to 6, Two staff are unqualified. The nursery opens from Monday to Friday all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Donna Birch

Inspection activities

- The inspector completed a learning walk of the setting with senior leaders. The inspector discussed how they organised the curriculum to meet the needs of the children who attend. The inspector observed activities, indoors and outside, and assessed the impact these have on children's learning.
- A meeting was held with the senior leadership team. The inspector checked relevant documents, including evidence of the suitability of staff.
- The inspector spoke to the staff and the children throughout the inspection.
- A number of parents were spoken to at the inspection and the inspector took account of their views.
- The centre director and the assistant centre director took part in a joint observation of an activity 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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