

Inspection of Treetops Nursery

Unit 5, Centenary Business Park, Station Road, Henley-on-Thames, Oxfordshire
RG9 1DS

Inspection date: 16 June 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children have adapted well to the changes made due to the pandemic. They arrive confidently and leave their parents easily. Children form positive relationships with staff. Children receive comfort and reassurance from staff, such as cuddles. Staff are responsive to children, showing an interest in them as individuals. They get down to the children's level to talk to them and encourage discussions. Staff are quick to identify children who may need extra support to help them develop and progress. When needed, staff work with professionals and promptly follow their advice and guidance to help meet children's individual needs. Children develop their independence well. For example, they are encouraged to feed themselves from a young age and older children serve their own food and drinks. The pre-school children manage their personal care needs very well. For instance, they use tissues when needed, dispose of these in the bin and then wash their hands without any prompting from staff. The environment is organised effectively to provide resources which cover all areas of learning and meet children's needs. For example, all children use indoor and outdoor large play equipment that helps develop their large-muscle skills. In addition, they have access to quiet cosy spaces where they are able to relax.

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

- The curriculum is organised well. Managers and staff know the skills and knowledge they want children to learn over time. They provide good-quality learning experiences which are sequenced appropriately. This helps children remember the skills and knowledge they have gained. For example, through regular repetition, children learn the words and order of rhymes and stories. Staff talk to children about what they are doing, and repeat words and phrases to them. This helps children to learn and use words and build their vocabulary.
- Children engage well during most activities. They learn to listen, follow simple instructions and concentrate. For example, babies enjoyed exploring paint with interest and staff encouraged them to make marks. Toddlers enthusiastically chose items to stick and glue as they made model cars. The pre-school children concentrated well when they carefully cut and threaded pieces of fruit onto skewers. However, sometimes, during longer and larger group activities, some pre-school children find it difficult to maintain their interest. The organisation of these activities does not consistently support the different ages and needs of children at these times.
- The leadership of the nursery is good. The manager is 'hands on' and knows the children and staff well. Staff speak positively about the management structure and the support they receive. They have regular individual and team meetings as well as opportunities to undertake professional development, such as training. The room leaders are good role models to other staff with the quality of their

practice. However, not all staff develop their overall good quality of teaching further.

- Partnerships with parents are good. Staff share daily information with parents through online information and verbal handovers. During the national lockdowns, when the nursery was only open to some children due to COVID-19 (coronavirus) restrictions, parents of children attending the nursery at that time received daily ideas for activities and weekly competitions for their children to take part in. This helped to support children's continued learning during this time.
- There are effective settling-in processes for children. For example, children are offered a number of short visits prior to entry and staff gain good information from parents about their children's individual needs. Very occasionally, when new children are settling in and begin to become unsettled, staff do not fully consider how best to manage these times.
- Children behave well. Staff provide clear expectations and boundaries. For example, pre-school staff remind children about being kind to others. Children learn to take turns. Staff carefully ensure turns are taken fairly during activities, while ensuring children have sufficient time to explore and enjoy themselves during their turn. Staff praise children with warmth and enthusiasm, which helps to build their self-esteem and confidence effectively.

Safeguarding

The arrangements for safeguarding are effective.

There are clear procedures for the recruitment and induction of new staff and also agency staff. These processes check staff's suitability to work with children and help all staff know their roles and responsibilities. Staff complete daily risk assessments of the premises, which helps to identify and minimise hazards to children. Staff have a confident knowledge and understanding of child protection and how to recognise possible concerns about other staff, children and families. This includes those relating to wider safeguarding matters. They are familiar with the referral processes both within the nursery and to outside agencies.

What does the setting need to do to improve?

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

- build on staff's teaching skills to help raise the overall good quality of practice, such as through helping them gain the skills modelled by senior staff
- review the organisation and timings of large-group activities in the pre-school room, to ensure all children are consistently well supported
- consider further how to support new children when settling in, particularly when they begin to become unsettled, to help build on the already good procedures in place.

Setting details

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| Unique reference number | EY379577 |
| Local authority | Oxfordshire |
| Inspection number | 10195859 |
| 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 at time of inspection | 0 to 4 |
| Total number of places | 75 |
| Number of children on roll | 76 |
| Name of registered person | Countryside Nurseries LLP Partnership |
| Registered person unique reference number | RP521162 |
| Telephone number | 01491 413336 |
| Date of previous inspection | 14 December 2016 |

Information about this early years setting

Treetops Nursery registered in 2008. It is located in Henley-on-Thames, Oxfordshire. The nursery is open from Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. The setting employs 12 staff to work with the children. Of these, one staff member holds a qualification at level 4, six hold level 3 qualifications, including the manager, and two staff hold level 2 qualifications. Some staff are working towards recognised qualifications. The nursery receives funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Sheena Bankier

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk and discussed the organisation of the curriculum.
- Children interacted and chatted with the inspector.
- A leadership and management meeting was held with the manager and area manager to discuss the organisation of the nursery.
- The manager and the inspector observed an activity together and evaluated the quality of it afterwards.

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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