

Inspection of Treetops Prestbury Road

213 Prestbury Road, Cheltenham, Gloucestershire GL52 3ES

Inspection date: 10 September 2021

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

The manager and staff provide stimulating play spaces indoors and outdoors, which encourage children to explore, experiment and learn. Staff build caring relationships with children. Staff working with the babies provide support and comfort when babies are tired, rocking them to help them go down for a nap.

Toddlers use their imaginations well outdoors. They pretend to put out fires, create a fire engine and make a hose with the plastic blocks. They notice what is going on around them, commenting on what they see and showing that they understand about keeping safe. For instance, they tell staff that the builders working on the house next to the nursery should be wearing their hard hats, as they are up high.

Indoors, pre-school children create 'stables' for the toy horses. They show care and consideration for each other, passing wooden blocks to others and saying 'please' and 'thank you'. Staff support children extremely well when they have disputes over toys. They discuss feelings, remind children about being kind to others and help children to share the play spaces. Children readily return items to their friends and accept that they must wait for their turn. They are rewarded with praise from staff for being kind and sharing well.

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

- Across all the different children's age groups, staff encourage children's communication and language. Staff working with the babies read simple stories using good intonation to capture children's attention. Toddlers join in with songs and rhymes, remembering repeated refrains well. Pre-school children talk excitedly about what they are doing, recalling the big bad wolf from the story about the little pigs as they build 'houses' with plastic blocks. All children, including those who are learning English as an additional language, talk well.
- Activities are planned based on what the staff know children need to learn. For example, children do leaf paintings, build with blocks outdoors and watch as staff make play telephones with cups and string for them to use in the role-play area. The children enjoy these activities. However, they are sometimes pitched above the children's learning level or are very structured. Children do not have the chance to make things or the freedom to explore for themselves and, sometimes, activities miss the learning intention.
- Young children are confident, capable learners. Staff in the baby room place favourite toys on tables, low level shelves and the floor. Babies excitedly explore the room, crawling and pulling themselves up to stand as they seek out the toys. They show curiosity, develop physical skills and explore their environment.
- Children engage well with the different activities and are keen to join in. For instance, when older children are doing leaf painting, they choose paint pots

from shelves in the messy-play area. However, staff are sometimes too keen to offer help. For example, they take over putting children's aprons on and tell them what colour they will get when they mix paints together, instead of letting children try for themselves first. Staff talk with children about what they are doing and ask questions. At times, they tell children answers before letting them think or solve problems independently.

- Partnerships with parents and other professionals are good. Key persons share information with parents about children's time at the setting. They use different ways of communicating with parents, including talking with them at drop-off or collection times and using online systems with photographs and descriptions of what children do. Parents comment that the staff are approachable and they feel that staff listen to and help them. Staff seek help when they notice gaps in children's development and provide support in the setting and ideas to help parents continue children's learning at home. All children, including those with special educational needs and/or disabilities, make good progress.

Safeguarding

The arrangements for safeguarding are effective.

There have been some staff changes since the last inspection and during the COVID-19 (coronavirus) pandemic. The manager has good systems in place for ensuring the suitability of staff. She makes sure that she has completed the relevant checks and provides induction and ongoing support to develop staff's professional skills and knowledge. Staff know and understand how to respond to and refer concerns about the welfare of children. They carry out risk assessments, reducing or removing potential hazards to keep children's play spaces safe.

What does the setting need to do to improve?

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

- ensure that planned activities for children's learning and development are age appropriate, allowing children to participate effectively and to explore and learn in their own ways
- make sure that interactions with children are clear, supporting them to further their thinking, ideas and problem solving and to keep trying.

Setting details

Unique reference number	EY453591
Local authority	Gloucestershire
Inspection number	10206036
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	66
Number of children on roll	78
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01242578908
Date of previous inspection	4 August 2016

Information about this early years setting

The nursery registered in 2012. The nursery operates in the Prestbury area of Cheltenham, Gloucestershire. The nursery is open from 7.30am to 6pm each weekday, all year round, except for bank holidays. There are 23 staff working with the children. Of these, one holds qualified teacher status, 11 hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The manager provided the inspector with a sample of key documentation on request.

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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