

# Inspection of Treetops Day Nursery

119 Psalter Lane, Sheffield, Yorkshire S11 8YR

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Inspection date:

15 February 2022

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Due to staff changes, some children do not yet have a key person. This means that they are not cared for by a consistent member of staff, which also affects partnership working with parents. Nevertheless, children are safe and show that they are happy and settled. They move around their playrooms with confidence. Overall, children develop some of the skills they need in readiness for school. For example, they learn to be part of a group and enjoy taking part in naming colours and emotion cards.

Children are encouraged to be independent. Older children wash the plates they have used for lunch. Younger children know to put on their wellington boots before they go outside in the rain. Children of all ages enjoy plenty of fresh air and physical exercise. They enjoy looking for bugs and dinosaur eggs. Children's behaviour is good and they are making friends.

Despite weaknesses in the delivery of the curriculum, older children enjoy being creative with sticky bits. They have good fun and there is lots of laughter when the bits stick to their fingers. Toddlers relish in finger painting and painting their bodies. Babies enjoy painting with cotton wool balls and are eager to explore new textures.

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

- Staff miss opportunities to extend children's play and learning to a high level. Staff do not focus precisely enough on what individual children need to learn. This means that children, including those with special educational needs and/or disabilities (SEND), are not consistently motivated or keen learners. Consequently, children are not always challenged with rich learning opportunities that support their good progress.
- Due to the COVID-19 pandemic, the provider has put in place a policy that states parents must not enter the building. Parents describe staff as being friendly and caring. Staff share care information and talk to parents about how their child's day has been. However, the information about children's learning is not shared with parents. Parents do not always know who their child's key person is and some children do not have a key person. This means that parents do not always know how their child is progressing to help them build on their child's learning at home.
- Staff engage children in conversations, which develops their listening and social skills. Staff use strategies such as repeating words and using sign language. However, at times, staff do not ask children questions to extend their thinking skills further. Some staff tend to jump in with an answer before children can respond.

- Staff use observations and assessments to monitor the progress that children make. They work with other professionals to support children's communication and language development in accordance with their different stages of development.
- Staff introduce children to other cultures and invite them to celebrate different events and festivals. This promotes an understanding of people and communities beyond their own and helps them to recognise and value each other's differences and similarities. Children happily tell the inspector they made Valentine's Day cards for their families.
- The play environment is safe and welcoming. There are sufficient resources that are suitable for the children who attend. This helps children to make independent decisions about their play. Children have easy access to a variety of art and craft materials.
- Children are provided with healthy meals and snacks. Staff help children to learn about why the food they eat is healthy and good for their bodies.
- The manager monitors staff practice through regular supervision sessions and team meetings. This helps to support staff's well-being and ensure that their workloads are manageable. Leaders and managers have plans in place to recruit more staff and improve staff practice overall. The current arrangements for the induction of new staff ensure that they fully understand their roles and responsibilities.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff have a clear understanding of how to identify a cause for concern. Staff know the action to take to protect children. Staff know the steps to take if they are concerned about the conduct of a colleague or the provider. The staff-to-child ratios are maintained. Staff care for children in a safe and very secure environment. Risk assessments are carried out for all areas of the nursery. Appropriate recruitment and vetting procedures are in place to assess the suitability of new staff in the nursery. This helps to keep children safe.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
help staff to implement a focused and challenging curriculum that builds on what all children know and can do to ensure that children's learning and engagement are consistently high	15/08/2022

ensure that all children are allocated a key person and share this information with parents to make sure that every child receives personalised care and learning that meets their specific needs.	15/07/2022
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**To further improve the quality of the early years provision, the provider should:**

- develop further the exchange of information with parents about how they can appropriately support their child's learning at home
- give children enough time to think and respond to questions asked in order to develop children's thinking skills.

## Setting details

<b>Unique reference number</b>	EY555144
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10219962
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	112
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Cornerstone Nurseries Ltd
<b>Registered person unique reference number</b>	RP555141
<b>Telephone number</b>	01142509777
<b>Date of previous inspection</b>	19 September 2019

## Information about this early years setting

Treetops Day Nursery re-registered in 2018. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Ruth Moore

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspection was carried out unannounced following the risk assessment process.
- The inspector and the manager had a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector held a meeting with the nursery manager and looked at a sample of the nursery's documents. This included evidence of staff's suitability and training.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation with the nursery manager.
- 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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