

# Inspection of Treetops Kindergarden

53 Stafford Road, Cannock, Staffordshire WS11 4AF

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Inspection date: 18 February 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision is inadequate**

Children's health and safety is compromised because staff are not vigilant enough when administering medication to children.

Children are making some progress across the seven areas of learning. Babies and pre-school children, generally, participate in activities that help them to make progress in their development. Toddlers are not presented with sufficient challenge. There are weaknesses in the quality of teaching in areas of the setting, which have an impact on children's learning. Some children who speak English as an additional language are not fully supported. Despite this, pre-school children engage in activities that support their personal, social and emotional development. They are encouraged to explore their feelings and how to be kind to their peers. Mealtimes are a sociable occasion. Children engage with one another and with the staff, who support them to become independent. Pre-school children participate in activities, such as making love heart shaped biscuits that they decorate as a gift for a loved one.

Toddlers enjoy finding out about people who help us in the wider community. For example, they have opportunities to meet local community police officers and sit in a police car.

Babies develop a strong impulse to explore. Their physical development is promoted through resources that are easily accessible to them. Babies who are fully mobile move their bodies in a variety of ways. They climb up onto small blocks and jump off, holding a staff member's hand.

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

- Children are at risk because some staff do not follow the setting's procedures when they administer medication to children. The provider was aware of an incident where a child was given too much medication, which could potentially have caused harm to a child. The provider also failed to notify Ofsted of this significant event. This is a requirement of their registration.
- Monitoring of staff practice is weak. Following this incident, the provider did not give staff the necessary guidance, so that they have a clear understanding in future of how to ensure children's safety regarding medication.
- The quality of teaching is not robust enough to ensure that all children make as much progress as they possibly can. The manager is confident about the desired curriculum intent, but staff do not effectively implement this in practice. As a result, the quality of teaching is too variable.
- Toddlers enjoy listening and dancing to music. However, staff do not build on their interests successfully enough. Staff do not use what they know about

children's next steps in their learning to inform planning. Consequently, some adult-led activities do not present children with sufficient challenge, and this has an impact on the progress they make.

- The manager describes strategies that are in place to support children who speak English as an additional language. However, some staff are not aware of the information obtained from parents about their language and the words their children use at home. As a result, some children are not effectively supported to use their home language while learning to speak English.
- Children with special educational needs/and or disabilities are suitably supported to make progress in relation to their starting points.
- Older children begin to learn how to manage their behaviour and feelings through the instructions they receive from staff. For example, staff suggest that they remain calm and take a deep breath when they notice children becoming agitated. Children begin to learn about their similarities and differences and what makes them unique. Children learn about different ways to communicate through practising the use of sign language.
- Babies are beginning to learn the importance of oral health and how to clean their teeth. For example, they engage in activities using toothbrushes to clean the teeth of their 'dollies'. Babies develop a love of books. They frequently access books of their own choice and staff respond to this interest and read the books to them.
- Children enjoy nutritional meals. Menus are designed to meet the children's likes and dislikes and include an element of fun. For example, sausage, mashed potatoes and baked beans is referred to as 'cowboy pie'. Children following a vegetarian diet have a similar pie with meat free sausages. Children relish the meals on offer and many older children have second servings.
- Parents are satisfied with some aspects of the provision, although some say that they would like information more frequently on their children's next steps in their learning. They compliment staff on how they help their children to settle in at the nursery and make progress in their development.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff are not vigilant enough in following the setting's procedures to keep children safe. There was a recent error in relation to the administration of medication and this had a significant impact on the children's safety and well-being. That said, the manager ensures that effective arrangements are in place to enable the staff to keep their knowledge of protecting children from abuse and harm up to date. Staff know the reporting procedures to follow if they have concerns that a child is at risk of abuse. Staff also demonstrate a secure understanding of how to spot potential signs of other child protection issues, such as child sexual exploitation, female genital mutilation and breast ironing. Staff to child ratios are maintained. Staff are effectively deployed. This helps to ensure that the children are supervised at all times.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
make sure procedures for administering medication to children are robust, with specific reference to ensuring children are given the correct dose	28/02/2022
ensure effective arrangements are in place to monitor staff practice and provide the guidance they need so that they fully understand how to promote children's health and safety	28/02/2022
improve the quality of teaching and the organisation of adult-led activities to ensure that all children are effectively challenged to make good progress in all areas of their development	28/02/2022
ensure that all strategies devised to support children with English as additional language are implemented in practice	28/02/2022
ensure that children's learning and development needs are consistently addressed in partnership with parents.	28/02/2022

## Setting details

<b>Unique reference number</b>	2568268
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10221974
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	60
<b>Number of children on roll</b>	107
<b>Name of registered person</b>	Treetops Kindergarden Ltd
<b>Registered person unique reference number</b>	2568267
<b>Telephone number</b>	01543 728 427
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Treetops Kindergarden registered in 2020. The nursery employs 19 members of childcare staff, 15 of whom hold appropriate early years qualifications at levels 2 and 3. The nursery opens from Monday to Friday all year round except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Lapworth

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation, such as the evidence of the suitability of staff working in the setting.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector toured the nursery and completed a learning walk with the manager. The manager described how the environment and the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

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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