

# Inspection of Tree Tots Nursery ( Knowsley) Ltd

Stockbridge Village Development, The Croft, Waterpark Drive, Stockbridge Village,  
Merseyside L28 1SU

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Inspection date: 25 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Outstanding</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive excited and full of enthusiasm for their day. They feel completely safe and secure. Children are settled and respond very positively to the friendly staff. They are keen to participate in the wide variety of activities provided and are absorbed in their play. The manager and staff pride themselves on providing a homely environment where children feel relaxed and at home. Children quickly settle into the daily routines of the nursery. They make independent choices on the direction of their play from the selection of fun and interesting toys provided. All children make good progress in their learning.

Children's behaviour and attitudes to learning are exemplary. They display wonderful consideration towards each other and visitors. All children greeted the inspector on their arrival, politely inviting them in. Children ooze with confidence and even babies are learning boundaries from a young age. They know what time of the day it is and can anticipate what is coming next. For example, pre-school children know it is time to brush their teeth after 'wake up, shake up'. From a young age, all children learn to brush their teeth and understand the importance of good oral hygiene.

Staff are currently supporting younger children with their social interactions following the COVID-19 pandemic. Their emotional well-being is supported extremely well. Children talk about their feelings, which helps them to manage their emotions. For example, children use self-registration as an opportunity to highlight their feelings. This allows the staff to talk to them about their emotions.

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

- Staff know the children well and confidently talk about where they are in their learning. Staff regularly assess children's learning. This helps them to understand what children know and can do, and what they can learn next. For example, a current interest for younger children is animals. They explore different animals, creating pictures and learning animal sounds. This helps to build on their language skills.
- There is not always a clear curriculum intent within the nursery, which means staff are not always clear on what children need to learn next. This is particularly evident during children's time outdoors, where play is less purposeful.
- Managers have made improvements in the organisation. For example, they have focused on staff well-being and reduced the amount of paperwork they are required to complete. This means that staff can spend more time interacting with children. Managers also help staff to identify areas for improvement, such as further training. This support has a positive impact on staff well-being and children's learning.

- Children with special educational needs and/or disabilities are supported very well. Staff work closely with parents and external agencies to ensure the best outcomes for all children. For example, with support from the local authority, staff develop targeted support plans to identify the children's specific needs. This helps to support children during their transitions into the next room.
- All children behave well, understand expectations and engage in activities with interest. Babies are eager to take part and concentrate. For example, they enjoy story time sessions. Babies babble tunefully and demonstrate that they are extremely contented in their nurturing environment.
- Staff provide good opportunities to develop children's literacy skills. For example, children enjoy listening to stories and excitedly identify familiar characters within the storyline. Staff skilfully build on this by encouraging them to create their own stories. This gives children the confidence to engage in conversations and develop their imagination as they share their thoughts and ideas. Younger children are supported well to develop a love of books. Staff provide cosy and inviting reading areas where children can handle books with care.
- Children have opportunities to learn about people who help them. For example, local police officers visit the setting, and when out walking the local postman talks to children about their letters to Santa. These links help to strengthen children's sense of community and promote their personal development.
- Partnership with parents is a strength of the nursery. Parents speak highly of the nursery staff and talk about the support they have received, particularly during the pandemic. Parents are happy with how the staff communicate with them and they enjoy receiving notifications about what the children have been doing during the day.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff are knowledgeable about child protection. Staff know how to identify, respond to and manage any signs that might suggest a child is at risk of harm. Staff understand safeguarding processes and how to report any allegations against a staff member. Staff also attend regular training, so they can support children and families in their care. Before going on outings in the local community, staff carry out risk assessments and continue to assess ongoing risk while they are on the outings. Staff undertake daily checks, both indoors and outside, to ensure that children play in a safe environment. The manager has effective procedures in place for the recruitment and induction of new staff. Children's safety is fully assured.

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

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

- strengthen the curriculum intent, to ensure that all children have opportunities to build on their individual learning through purposeful play.

## Setting details

<b>Unique reference number</b>	EY433796
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10129213
<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>	1 to 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Tree Tots Nursery (Knowsley) Limited
<b>Registered person unique reference number</b>	RP908970
<b>Telephone number</b>	0151 477 8030
<b>Date of previous inspection</b>	14 April 2016

## Information about this early years setting

Tree Tots Nursery (Knowsley) Ltd re-registered at the current premises in 2011. It is based within Stockbridge Village Primary School, which is situated in the Stockbridge Village Development in Knowsley. The setting is open Monday to Friday from 8am to 6pm for 50 weeks of the year, closing for two weeks over the Christmas period. It provides funded early education for two-, three- and four-year-old children. There are 11 staff who work with the children. Of these, nine hold appropriate early years qualifications between level 3 and level 6.

## Information about this inspection

### Inspector

Jason Holmes

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector carried out a joint observation with the deputy manager.
- The inspector spoke to a number of parents to understand their views of the setting.
- A meeting was held between the inspector and the manager to discuss leadership and management arrangements.
- The inspector looked at a sample of the nursery documentation. This included evidence of suitability checks on staff and safeguarding policies.

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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