

Inspection of Treetops Wellington Road

2 Wellington Road, Cheltenham, Gloucestershire GL52 2DY

Inspection date: 29 March 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

What is it like to attend this early years setting?

The provision is good

The nursery is over three floors and has an exciting outdoor space, where children play and learn. The manager and staff are developing the curriculum to help children to explore, experiment and gain knowledge and skills. Children new to the nursery settle well with good support from their key persons. Throughout the day, staff share photos with parents to show what children are doing and how they are learning.

Babies have space to play and rest in their room. They use low-level furniture and the windowsill to pull themselves up to look out at the cars. Staff offer praise and encouragement as they keep trying. Children explore wooden blocks. They laugh excitedly when they knock down the tower they have built. They listen as staff talk with them and they follow instructions to build the tower again.

Toddlers practise physical skills. Indoors, they have a play space with a climbing frame, slide and balance blocks. They take part in games with a parachute or calming exercises to help them relax. Pre-school children use the outdoor garden to play imaginatively. They use short tree branches as pretend axes and saws. They talk with staff as they invent storylines for their play about chopping down the trees. Staff offer reminders about being careful and encourage children to assess risks to keep themselves safe.

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

- The manager reacts to changing circumstances well. Wherever possible she tries to limit the impact of issues connected to COVID-19. She keeps families informed about any changes to staff and/or closures that may need to happen. The manager and staff talk with parents regularly. Staff share ideas with parents to help children develop skills and build on learning at home. Children receive consistent support and make good progress.
- Partnership with parents is good. Parents comment that they get good feedback about what children have done during the day. Staff make sure that they find out about children's home life. They ask about home languages, family celebrations and extended family members. Staff help children create displays of their families. They talk about what is the same and different. Staff use words in children's home languages to help children learn and understand routines. Children understand that staff value them and learn about what makes them unique.
- Overall, staff implement the curriculum well. They gather information about what children like and enjoy and use this to plan activities. Sometimes, the activities are not sufficiently engaging or challenging, so children choose not to join in.

- Staff support children's mathematical development. Staff working with the babies model counting as children build with blocks. Toddlers listen to descriptions of bee pictures on cards and then try to find the matching pair. Staff give clues, such as how many legs, wings, shapes and sizes. Children hold out suggestions. Staff offer praise for trying and then provide more clues. Pre-school children compare sizes of toy dinosaurs and use scissors to cut round shapes. They talk with each other about the shapes. They say whether they are bigger or smaller and work out how many they have cut out altogether.
- Children develop resilience and confidence. Staff encourage children to put on their coats, pour their own drinks and use cutlery to eat. They recognise when children need extra support. For example, they use signs as well as words to explain changes to children. Staff work with parents and other professionals to prepare all children, including those with special educational needs and/or disabilities, for moves to new rooms or school.
- Children's behaviour is good. They concentrate during activities and share well. Staff talk with children and encourage their learning. However, staff sometimes miss opportunities to include quieter children as they are concentrating on the small group they are working with.
- Staff provide messages for children about being healthy. They set up activities to explore foods. Pre-school children investigate different fruits and vegetables. Staff talk about how food provides energy and keeps children healthy. Children describe the smell, texture and taste of tomatoes, bananas, oranges and carrots. Staff extend children's skills. They encourage children to paint the fruit and vegetables on cut-out shapes. Children recall that mixing red and yellow paint together creates orange to paint the carrot shape.

Safeguarding

The arrangements for safeguarding are effective.

Staff have completed update training for keeping children safe. They know the potential signs that mean a child may be at risk of harm and who they need to report concerns to. The manager has put new safety measures in place to ensure children's play spaces are secure. She is alert to signs of possible abuse and acts quickly to resolve any issues. The manager has effective systems in place to ensure the initial and ongoing suitability of staff.

What does the setting need to do to improve?

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

- improve the way that staff take notice of and involve quieter children in learning activities
- build on the way that staff use children's interests to plan for what children need to learn next.

Setting details

Unique reference number	EY453975
Local authority	Gloucestershire
Inspection number	10226737
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	94
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01242 236633
Date of previous inspection	12 October 2016

Information about this early years setting

Treetops Wellington Road registered in September 2013. It is in the Pitville area of Cheltenham, Gloucestershire. The nursery operates from 7.30am to 6pm, Monday to Friday, for 52 weeks of the year, excluding bank holidays. There are 26 staff working directly with the children, including the manager. Of these, one member of staff holds an appropriate childcare qualification at level 4, seven hold appropriate childcare qualifications at level 3 and two hold appropriate childcare qualifications at level 2. The nursery is in receipt of 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 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022