

Inspection of Treetops Grove

28 Grove Road, Headingley, Leeds LS6 4EE

Inspection date: 11 May 2022

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 a well-thought-out curriculum for all children. It is carefully planned and structured to build on what children already know and can do. Staff support children to consistently build a depth of knowledge over time. Toddlers engage well as they explore different textures, and mix paints together to create new colours. Children develop good independence skills in readiness for school. They put on their own shoes, pour their own drinks, and access the toilet themselves.

Staff recognise the impact that the COVID-19 pandemic has had on children. They prioritise the curriculum for personal, social and emotional development. Staff encourage children to play with others through adult modelling and warm and nurturing guidance. Babies wave at each other while they contentedly rest in the arms of their key persons. Children independently explore their surroundings and return to familiar adults when they need support.

Staff have high expectations of children's behaviour. They are good role models. They demonstrate expected behaviour, such as using good manners and sharing. They praise children's positive behaviour, efforts and achievements, which helps them to feel good about themselves. Staff provide opportunities to help children learn about their emotions and feelings. For example, children look at books about emotions and talk to staff about how they are feeling and why.

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

- Staff consider children's interests and how they can expand on their experiences. They have high expectations for every child and work hard to meet the individual needs of children. Children with special educational needs and/or disabilities are supported very well. This is through partnership work with parents and others involved in children's care and learning. Managers work hard to ensure that children receive any support necessary from external professionals or internally within the nursery.
- Staff use children's home languages alongside speaking English, to help children's understanding and extend their English vocabulary. They work closely with parents to find out about children's home language. They gather key words to use in the setting.
- Children are provided with healthy snacks and meals during their time at nursery. All children sit together to eat in a social environment and talk about the food they like. Staff interact well with children and engage them in conversations as they eat. Staff talk to children about vitamins and their importance as they name the vegetables in the garden.
- Parents speak very highly about the nursery. They are kept informed about their

children's learning. Parents are pleased with the progress they make. They feel that their children's confidence and social skills have developed since they started at nursery. Parents state their children are 'always happy to attend'.

- Managers are passionate about developing the staff team. Staff of all levels undertake a broad range of training opportunities. The manager works alongside staff daily and models high-quality practice. The management team meet with staff regularly to evaluate the setting and plan how to implement new ideas.
- Staff teach children to identify and manage risks. For example, older children are supported to check the garden is safe and free from hazards. This helps children to keep themselves safe.
- Staff think carefully about how to support children in developing their physical development. Babies crawl and climb up steps between rooms. Toddlers and pre-school children learn to throw and kick balls. Children have many opportunities for mark making, and scooping and pouring materials, such as sand. This supports them to develop their fine motor skills.
- Babies and children enjoy looking at books and concentrate well when listening to stories. Staff repeat stories regularly to help develop children's memories.
- Staff introduce new vocabulary during play. For example, during activities staff introduce words such as 'rescue'. They ensure that children understand what the word means by providing context. However, at times, children do not always learn the correct way to say words. This is because staff sometimes do not use the correct pronunciation. For example, some staff model the word 'ta' instead of 'thank you'. In addition, some staff ask children too many questions that only require a one-word answer.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff are fully aware of their roles and responsibilities to protect children in their care from harm. Managers and staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child may be at risk of harm. Staff know the reporting procedures to follow should they become concerned about the welfare of a child or the conduct of a colleague. They are also aware of wider safeguarding issues, such as how children may be subject to extreme or radical views. Staff consider the needs of individual children and ensure that the nursery and garden are safe places for all children to play.

What does the setting need to do to improve?

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

- ensure the correct language and pronunciation is modelled by all staff consistently, to fully support children's developing vocabulary
- support staff to use consistent and effective questioning techniques, to further

extend children's communication and language.

Setting details

Unique reference number	EY218235
Local authority	Leeds
Inspection number	10234634
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	54
Number of children on roll	61
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Telephone number	0113 275 1471
Date of previous inspection	13 March 2017

Information about this early years setting

Treetops Grove registered in 2001. It is situated in Headingley, Leeds. The setting employs 20 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above, including one member of staff who holds a level 6 qualification. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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 this 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents shared their written views of the nursery with the inspector.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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