

Inspection of Treetops Vicar Water

123 Mansfield Road, Clipstone, Nottinghamshire NG21 9AA

Inspection date: 25 July 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

From the moment the children arrive at this well-organised, high-quality nursery, they know that their day is going to be full of fun and excitement. They rush to their room with such eagerness that they forget to say 'goodbye' to their grown ups, who comment that their children are more excited to see their friends and staff. Babies are eager to take part in song times with staff. As staff begin to sing, babies make their way to the carpet, babbling, swaying and bouncing to the sound with joy. They choose large and exciting props for themselves from the song basket. The children demonstrate that they feel extremely safe and secure in the staff's warm and nurturing care. The babies smile, make noises and snuggle into staff members for comfort.

Older children become deeply engrossed in a wealth of captivating and highly challenging activities and experiences which staff expertly plan in detail. They show high levels of concentration as they search for bugs outside. When they find a bug, they decide together what it could be, saying: 'I think it's a water boatman because of its hard shell.' They use information books to search for pictures to compare. Children demonstrate their extensive and very impressive language skills as they talk among themselves about different bugs, saying such things as: 'There is no water here so it must be a woodlouse, we need to search for a fact.' They independently create pictures and label their bug drawings, sounding out the words they need and forming the letters. They inform staff that they are making a 'fact file'. Children make exceptional progress and start school with an abundance of knowledge and skills.

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

- Staff provide amazing opportunities for all children to participate in the rich, varied and imaginative learning experiences throughout the nursery. Children with special educational needs and/or disabilities thrive at the nursery. All children have a wonderful connection to their key person, and staff know the individual children exceptionally well. Children have high expectations of their own capabilities.
- Staff plan an inspiring curriculum which is informed by their meticulous observations, assessments and wealth of experience and knowledge. They use inventive ways to ignite children's thirst for learning and maximise spontaneous learning opportunities. For example, during imaginative play, children pack a suitcase for a holiday and this extends to them exploring what passports are used for. Staff talk about passports being needed to travel to different countries. Children consolidate, saying: 'I need a passport to visit the continent of Africa, to visit the elephants and hippos,' linking to previous learning about animals and where they live. They continue, 'It is hot there so I would need sun cream for

protection.'

- The nursery benefits greatly from a well-qualified and experienced manager. She is highly motivated, inspiring and passionate about providing all children with the very best start. Her enthusiasm is infectious and the manager and staff work together extremely well. Children's learning and development are significantly improved by the resulting staff confidence and sense of well-being. The manager and her staff team have reviewed the impact of the COVID-19 pandemic on children's mental health and well-being. Following this, staff provide additional opportunities for children to take part in mindfulness activities to help them relax and refocus.
- Staff naturally weave in plenty of opportunities to extend children's mathematical understanding. For example, as toddlers play in the water, they put stones on a boat and say, 'the boat is going down.' Staff confirm that the boat is sinking because it is heavy. As children put stones on another boat, they report that 'this boat is sinking too,' using the new vocabulary and understanding they have acquired.
- Staff provide excellent opportunities for children to develop superb physical skills and take managed risks in their play. Pre-school children scream with delight as they slide, in cardboard boxes, down the grass slope in the garden. Toddlers whizz around on balance bikes, lifting their legs as they gain speed. Babies, who have just started walking, negotiate the steps on the slide that they enjoy sliding down.
- Staff reflect on each child's uniqueness through books and visual images. They teach children to understand differences. For example, each child has a book about themselves. This shares the make-up of their family, where they live and their likes and dislikes. As they share these books with each other, they compare the places they live and learn about each other's important home celebrations.
- Partnership working with parents is excellent. Parents report that they would not hesitate to recommend the nursery and say they have on many occasions. They highly praise the regular feedback they receive through the online parent app and say they feel immensely involved in their child's learning journey.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a comprehensive knowledge of the types of abuse and the signs that may indicate that a child is at risk of harm. Staff know they need to promptly refer concerns to the designated safeguarding lead. In addition, they know how to escalate these to the relevant agencies should they need to. The manager ensures that all staff complete regular training to keep their knowledge current, and safeguarding is a focus at every staff meeting. There are rigorous hygiene practices adopted to prevent the spread of infection. For example, staff regularly sanitise 'touch points' such as door handles and toilets. Staff help children to learn about keeping safe during daily routines and everyday activities. For example, as children talk about pond dipping, they talk about the dangers of water.

Setting details

Unique reference number	EY416514
Local authority	Nottinghamshire County Council
Inspection number	10138537
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	84
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01623 660555
Date of previous inspection	29 January 2014

Information about this early years setting

Treetops Vicar Water registered in 2010. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one at level 5, one at level 4, 11 hold a level 3 and two hold a level 2. The nursery opens from Monday to Friday, all year round, closing only for public holidays. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

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 manager and has taken that into account in their evaluation of the provision.
- The inspector carried out a learning walk with the nursery manager. This helped the inspector to understand how staff organise the curriculum.
- The inspector observed the quality of education, both indoors and outdoors, and assessed the impact of this on children's learning.
- Children, staff and parents spoke to the inspector during the inspection. The inspector also called some parents who were not available in person and viewed written feedback provided.
- The inspector held regular meetings with the manager throughout the inspection, to keep her updated. She also looked at various policies and documents, including those related to the suitability and qualifications of staff and records of learning.
- The inspector held a meeting with the nursery's special educational needs and disabilities coordinator to gain an understanding of how the provision meets the needs of all children.

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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