

Inspection of Treetops Kindergarden

53 Stafford Road, Cannock, Staffordshire WS11 4AF

Inspection date: 1 August 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	Inadequate
--	------------

What is it like to attend this early years setting?

The provision is good

Staff have a nurturing tone towards children. They also create a positive atmosphere as children play. This contributes to how well children settle. Staff plan a range of activities for children that cover all areas of learning. Consequently, children make good progress in their learning. Children confidently explore their environment, both indoors and outdoors. Babies happily engage in sensory activities as they splash water using their hands. Older children enjoy adult-led activities, such as matching cards together and having some discussion with staff about the different objects they can see. Staff interact well with the children as they play. They introduce new words, such as 'solid', as children explore salt dough and the mixture changes form.

Staff provide a wide range of activities to support children to learn about others. They use this to talk to children about their similarities and differences. This provides a good foundation for children to build positive relationships with their peers. Children behave well. Younger children enjoy cutting up different fruits and vegetables. They then eagerly feed these to the rabbits that are inside the garden area. Staff work well with other professionals, where needed, to ensure that children receive early help.

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

- Leaders are passionate about working with children and their families. They have taken appropriate action to drastically improve the overall setting since their last inspection. For example, they have made amendments to their medication policy to ensure that children are given the correct dosage. Leaders have worked well with staff to improve their knowledge of how they promote children's overall health and safety.
- Leaders have regular meetings and supervisions with staff to monitor their performance. Staff speak highly about how supportive leaders are. Leaders identify well any additional support and/or training staff require to improve their overall performance. This approach has improved the quality of teaching and learning that children receive. Staff plan a range of activities that are based on children's interests. However, there is scope to strengthen the curriculum and use of activities further, to create the best possible outcomes for children.
- The curriculum covers all areas of learning. Leaders and staff place focus on children's communication and language skills. Staff use visual cards to support younger children's language development. They also gain key words for children who speak English as an additional language. Staff use this to support children's speech development further. Children eagerly engage with all of the activities on offer to them. Staff interact well with the children as they play. This contributes to the good progress they make in their learning from their starting points.

- Staff demonstrate good knowledge of their key children. They identify well what children need to learn next. Staff actively make referrals to external professionals to ensure that children receive the specialist help or care they require. This contributes to the progress children are able to make in their learning.
- Parents comment positively about the setting. They comment that their children love to attend. Leaders and staff have effective strategies in place to work in partnership with parents. They actively keep parents up to date about their child's learning. Staff share activity packs full of resources with the parents. They also give parents lots of support and ideas for how they can continue their child's learning at home.
- Staff follow the individual needs of children well. They recognise where children are tired and/or hungry and take action to meet their individual needs. Staff support children to learn how they can live healthy lifestyles. This is because they provide children with a well-balanced diet and give them lots of opportunities to be physically active.
- Staff deploy themselves well as children play. This enables them to deal with any minor behaviour incidents swiftly. Staff always encourage children to say 'sorry' to each other. This supports children to learn about how their actions affect others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have effective procedures in place to check that staff are, and remain, suitable to work with children. Induction processes are secure to ensure that new staff fully understand the setting's safeguarding policies and procedures. All staff demonstrate secure knowledge of safeguarding. They recognise the different types of abuse. This includes the 'Prevent' duty, female genital mutilation and county lines. Staff know where they seek advice from and make referrals to where they are concerned about the welfare of a child. Staff also recognise the action to take if they are concerned about the conduct of anyone who works with children. The environment is safe and secure.

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 and the use of planning to provide the best possible outcomes for children.

Setting details

Unique reference number	2568268
Local authority	Staffordshire
Inspection number	10231233
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	100
Number of children on roll	97
Name of registered person	Treetops Kindergarden Ltd
Registered person unique reference number	2568267
Telephone number	01543 728 427
Date of previous inspection	18 February 2022

Information about this early years setting

Treetops Kindergarden registered in 2020 and is situated in Cannock, Staffordshire. The nursery employs 19 members of childcare staff, 14 of whom hold appropriate early years qualifications at levels 2 and 3. It opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having 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.

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