

Inspection of Treetops Pre-School

16 Swaisland Road, Dartford, Kent DA1 3DA

Inspection date: 6 July 2022

Overall effectiveness

Good

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

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

Children thrive in this calm and welcoming setting. They have extensive opportunities to be active learners, both indoors and outdoors. The manager and staff have developed an inspiring outdoor environment that deeply engages and excites children. Children learn about the natural world and are able to develop their physical skills by being able to run, jump and balance.

Children are consistently extremely focused on a range of stimulating activities in the setting. For instance, they are highly inquisitive as they ask questions about the pond life they have to sample and explore. Children learn about the lifecycle of a dragonfly and how newts breathe and hear. They look closely at the detail of nymphs through a magnifying glass and produce wonderful creations inspired by their exploration.

Children's behaviour is exceptional. The manager and staff have high expectations and consider children's well-being to be essential to progress. Children play together purposefully and show great consideration to their friends. They share and use manners effortlessly. For example, children work collaboratively to create with one large piece of play dough. They confidently share their creative ideas and praise one another when they do well.

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

- The manager and staff plan an incredibly ambitious and extremely well-sequenced curriculum. They implement this effectively with their excellent knowledge of what children need to learn next.
- The manager and staff set extremely high expectations for all children to learn and achieve. The quality of teaching throughout the pre-school is outstanding. Staff follow children's interests exceptionally well. Therefore, children are highly motivated and eager to join in with play opportunities. Staff use their expert knowledge and adapt experiences to support each individual child's development. Consequently, they provide focused teaching support that enables children to develop new skills and knowledge.
- Staff place the utmost priority on developing children's communication and language skills, particularly when they are learning to speak English as an additional language. Children enjoy sharing a wide range of books with staff, exposing them to a language-rich environment. Children learn an abundance of new words that extend their vocabulary. They take great pleasure in retelling stories within their play. They show exceptional recall and fluency as they talk about the events within the 'We're Going on a Bear Hunt' story. This skill is further extended as children participate in a real hunt around the pre-school garden supported by hidden pictures relating to the story.

- Children demonstrate excellent early literacy skills and are exceptionally prepared for their next stage of education. For example, children recognise different letters and the sounds that they make. They consistently write letters correctly and older children effortlessly write both their first and second names.
- Children develop good independent skills in a variety of ways. They are self-sufficient in meeting their own hygiene needs. They wash their own hands and independently prepare themselves to have snack and lunch. Children are encouraged to make their own choices in their play according to their individual interests.
- Partnerships with parents are strong. Parents comment positively on the care and attention that staff give to their children. They say how their children enjoy attending and that they are proud of the progress that their children have made. Staff ensure that parents are kept well informed about their children's learning and development. They chat with parents at arrival and collection times, share a wealth of photos and information and promote continued learning at home.
- Regular self-evaluation and effective partnership working between staff contributes to a well-organised provision. There are good opportunities for staff professional development. For example, following training, the passionate manager has implemented an excellent range of ways to help enhance children's physical skills, coordination and balance.
- Children learn about some events and celebrations beyond their own. They explore positive cultural images, books and role-play resources. However, staff do not make the best possible use of information about children's background and heritage and learning opportunities are not targeted well to reflect the family backgrounds of those taking part.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the signs of abuse and neglect. They understand how to keep children safe from harm and how to act on most concerns about the welfare of a child. They have regular training to refresh and enhance their knowledge. Staff know where to find the information to take appropriate action if they have a concern. Staff deploy themselves effectively and ensure that children are well supervised. They complete continuous risk assessments of all areas to ensure that children are able to play in a safe and secure environment.

What does the setting need to do to improve?

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

- support staff to help develop the use of information about children's backgrounds to further promote their understanding of people and communities

other than their own.

Setting details

Unique reference number	127729
Local authority	Kent
Inspection number	10128689
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	3 to 4
Total number of places	12
Number of children on roll	14
Name of registered person	Treetops Pre-School Limited
Registered person unique reference number	RP910934
Telephone number	01322 271624
Date of previous inspection	25 April 2016

Information about this early years setting

Treetops Pre-School registered in 1991. It operates from Dartford, Kent. The pre-school opens from Monday to Wednesday during term time only. Sessions are from 9.30am to 2.30pm. The pre-school employs two members of staff, one of whom holds a relevant qualification at level 6 and one holds a qualification at level 5.

Information about this inspection

Inspector

Kimberley Luckham

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 their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.
- The inspector carried out a joint observations of a planned activity with the manager.

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