

Inspection of Treetops Tewkesbury

7 Ashcroft Road, TEWKESBURY, GLOUCESTERSHIRE GL20 8DS

Inspection date: 31 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 Good

What is it like to attend this early years setting?

The provision is good

The senior managers and staff plan the curriculum to meet children's needs. They talk with parents to find out what children know when they first start. They watch children to see what interests them. They use these interests to plan for what children need to learn next. Children enjoy different activities. They join in play and learn with others. Children make good progress in their learning.

Children arrive eager and ready for their day at nursery. Babies enjoy exploring musical instruments. They bang and tap them to hear the different noises. Older children make pretend food in the mud kitchen. They add water, petals and soil to pots creating 'hot chocolate' drinks to share with friends and staff.

Pre-school children learn about the world around them. They recall visits to farms, the beach and holidays. Staff set up a 'beach' using trays filled with sand and water. Children bring in photographs and talk about what they did. Children experiment with different tools. They dig, filling containers with sand and water. They build sandcastles and splash in the water.

Staff prepare children for moving on. Younger children go with their key persons to their new rooms to meet staff and children. Pre-school children visit their new school and meet with Reception teachers. Staff provide school uniforms for children to see and dress up in. Children build resilience and confidence in new situations.

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

- Staff focus on communication and language. In the baby room, staff offer new words, signs and gestures when they talk with the children. They use children's interest in toy cars and balls to check their understanding. For example, they suggest children find the toy truck or kick the ball. They praise children when they correctly find the toy or follow instructions. Staff working with older children provide time for children to think and respond to questions. Children recall previous learning and talk enthusiastically about what interests them. For example, they tell staff that owls sleep in trees during the day and come out at night to hunt. Children are becoming confident communicators.
- Staff provide activities that link to children's interests. For example, knowing younger children like animals, staff provide toy farm animals and buildings for them to play with. For older children, they put out paints and paper for children to paint members of their family. Children can choose what they want to play with. However, sometimes staff ask questions that they know children can answer, rather than extending thinking and ideas. Children do not engage with some activities and staff do not encourage them to have a go. Staff are planning for what children need to learn next. However, they do not include all areas of

the curriculum as well as they could.

- Children's behaviour is good. When children take toys from others, staff quickly step in to help them sort out the problem. Staff talk about how the children are feeling, helping them to identify and name different emotions. They ask how they can solve the problem and praise children when they sort out the disagreement. Children are learning how to express and manage feelings.
- Children develop self-care skills and learn about healthy lifestyles. They recall that too many sweets might be harmful to their teeth and they need to clean them every day. At lunchtime, children help set the tables, serve their own food and pour their drinks. Staff sometimes do not communicate effectively with each other and the children. For example, when it is time to put the toys away before a story, staff do not explain clearly what needs to happen. Some children get confused and continue playing rather than helping.
- Partnerships with parents are good. Staff make sure they speak with parents when they drop off and collect children. They share information about children's day and any new skills or learning. Staff notice when children may need help. They talk with parents and other professionals to put in place additional support. All children, including those who have special educational needs and/or disabilities make good progress.
- Children use their imagination and recall past learning. Children match sounds to animal pictures on their cards. They talk about what they know about the different animals. They make suggestions. For example, the farmer may give the sheep blankets to keep them warm at night. Staff offer suggestions such as using the eggs to make cakes. Children say they cannot do that as the eggs have baby chickens in them. Children are making connections and developing their understanding of the world.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the potential signs and symptoms that may indicate a child is at risk of harm. Managers act swiftly to address any gaps in safeguarding knowledge. They organise relevant training to ensure staff knowledge is up to date. They make sure staff understand how to act when there are concerns about the welfare of children, including non-mobile babies. The manager monitors staff well and makes sure they remain suitable to work with children. Staff know how and who to speak to, including external agencies, if they have concerns about other members of staff or the manager.

What does the setting need to do to improve?

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

- make sure staff plan and organise the curriculum effectively to build on what

children know and can do to extend children's learning

- improve communication between staff so they can support children better when there are changes in the routine.

Setting details

Unique reference number	EY406061
Local authority	Gloucestershire
Inspection number	10235380
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 5
Total number of places	56
Number of children on roll	50
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01684 276 279
Date of previous inspection	7 October 2016

Information about this early years setting

Treetops Tewkesbury registered in May 2010. The nursery is located in Tewkesbury, Gloucestershire. The nursery is open each weekday from 7.30am to 6pm for 52 weeks of the year, except for bank holidays. There are 15 members of staff. One member of staff holds qualified teacher status, one holds a relevant childcare qualification at level 5 and six hold relevant childcare qualifications at level 3. The nursery is in receipt of funding for the provision of 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 nursery 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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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.

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