

Inspection of Treetops Irby

Yew Tree Farm, 38 Thingwall Road, Irby, Wirral CH61 3UE

Inspection date: 21 September 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

Children thrive and make exceptional progress in this exciting and inviting environment. Staff are highly skilled communicators, who have created a language-rich environment that ignites children's curiosity, creativity and imagination. Staff have an excellent understanding of what each child can do and what they need to achieve next. Children develop independence skills from a very early age and continue to do so all the way through their time at the setting. Staff are highly skilled at adapting their teaching to meet the children's interest. When the children find a ladybird, staff explain how they must be careful and ask them pertinent questions, such as 'what can you see' and 'what shall we do with it'. Children show their understanding as they suggest that the ladybird would like to be outside on a bush. Children develop a love of reading. Babies sit enthralled on staff's laps as they look at picture books. Older children sit quietly to read and learn that books can have a purpose.

Children's behaviour is excellent. They learn to manage their feelings and emotions and treat one another with kindness. Children confidently persevere as they attempt challenging tasks such as putting on their coats, fitting jigsaw puzzles together and pouring their own drinks. Children flourish because they have strong emotional attachments to the staff. Babies seek out key staff for comfort when they are upset or tired. Children develop an awareness of their own safety, as they carry out risk assessments with the staff and remind their friends to walk safely on the steps.

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

- The manager's passion for providing children with the best possible start in life is infectious and permeates throughout the nursery. The leadership team have a clear vision and strong focus on the continual development of the excellent opportunities provided to children. High priority is given to the staff's well-being, work-life balance and professional development. This ensures the continuous delivery of high-quality care and education.
- The nursery is a hive of activity. Everywhere you look children are actively engaged in an exciting range of planned and self-directed activities. Children are incredibly imaginative and creative. Older children relish taking 'orders' for their food from the menu they created. They carefully record people's choices and deliver their desired 'meal'. Some children create stories for their dinosaurs, telling others what they are doing and why.
- Children exude confidence. Younger children happily direct staff as to how to create the best patterns using hoops. Children jump through these and gleefully ask for a harder pattern. Children tell staff that they are now going to 'gallop' around them. Children learn to work collaboratively to solve problems, such as

rebuilding the balancing track. They are confident to take risks and reassure staff that they know what they are doing. Staff are secure in their practice to allow children to attempt these complex moves. This successfully fosters children's confidence, self-esteem, and physical skills.

- Staff are aware that some children are shy or may not be in the forefront of activities. They skilfully adapt the activities to ensure that every child has a turn, the opportunity to speak and to put forward their ideas. This means that no child is left behind.
- Children have a sense of self. They are gaining in confidence to talk about their feelings and emotions. For example, through activities such as the 'feelings monster'. They learn to consider the impact how they are feeling has on others, and what they can do to help their friends. Children use yoga techniques to relax and to take a quiet moment. Younger children develop self-care needs as they learn to wash their hands, put on their coats, and see to their toileting needs.
- Staff have an in-depth understanding of children's learning needs and consistently deliver an extensive range of excellent activities. These build on children's speech and language skills extremely well. Staff sing familiar rhymes to babies. The babies smile and wave their arms and legs in delight as they listen. In addition, children take part in small group activities where they listen carefully to the instructions and predict the outcome. Consequently, children speak with increasing confidence and fluency.
- Mathematics is firmly embedded into all activities. Children spontaneously count, recognise shapes, and confidently use mathematical language.
- The voice of the child can be clearly heard. Children's views are highly valued and respected. Staff talk to babies about what is happening as they change their nappies or settle them down to sleep. Staff closely implement routines with babies as discussed with parents. This ensures that they are cared for as they would be at home. Older children learn about democracy and living in modern Britain. For example, they conduct a vote to decide the name of the bear that they take home for adventures. 'George the Bear' is now an integral part of children's learning, and each child eagerly tells their friends of George's adventures with them.
- Children are cared for in a highly inclusive setting that celebrates the children's individuality. Children with special educational needs and/or disabilities are exceptionally well supported. This is because staff have an innate understanding of their needs. Staff work closely with other professionals to ensure that children receive continuous support and guidance. This helps them to meet their full potential.
- Parents are complimentary about the care and support provided to their children and are delighted with the 'amazing progress' that they have made.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leads and staff have a secure knowledge of safeguarding and child protection. They clearly understand their roles and

responsibilities to keep children safe. Additionally, they know the procedures that they must follow if they are concerned about a child in their care or an adult working with them. Staff take part in discussion and have access to safeguarding and child protection training to keep their knowledge and skills fresh. Robust recruitment processes ensure children are cared for by suitable adults. Effective risk-management strategies mean risks are quickly identified and addressed. Hence, children are cared for in a safe and secure environment.

Setting details

Unique reference number	EY375730
Local authority	Wirral
Inspection number	10254134
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	105
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0151 648 4183
Date of previous inspection	5 January 2017

Information about this early years setting

Treetops Irby was registered in 2008 and is located in Irby, Wirral. The nursery employs 27 members of childcare staff. Of these, 19 hold appropriate early years qualifications at level 2 or higher, including three with level 6 qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector spoke to children about their play and learning.
- The inspector observed the quality of education and carried out a joint observation with the manager to assess the impact of staff's teaching on children's learning.
- The inspector held discussion with the manager about the curriculum and its implementation.
- The inspector considered the views of parents through face-to-face discussions, telephone calls, and written testimonies.

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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