

# Inspection of Treetops Mottingham Day

35 West Park, LONDON SE9 4RZ

---

Inspection date: 29 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are greeted warmly at the door by the friendly practitioners and managers. Key information is gathered from the parents and used to settle children and support them throughout the day. Children have secure relationships with practitioners and generally settle well.

Children are active learners. They are keen and confident to join in with activities and explore the resources indoors and outside. For example, children enjoy going on a bug hunt in the garden and they excitedly explore play dough by manipulating it with their hands and tools. Children tell practitioners what they are making and proudly show their creations to their friends.

Children behave well. They are influenced by the practitioners' positive interactions with each other, and the gentle reminders given to say 'please' and 'thank you'. Children interact well together; they turn-take and talk to each other throughout their play.

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

- Practitioners use effective monitoring and assessment of children to identify what they need to develop further. They use their good knowledge of their key children to plan activities based on their ideas and interests to support children's development and learning.
- Children with special educational needs and/or disabilities and those who speak English as an additional language are generally supported well. Practitioners identify children who require extra support and seek support from the special educational needs coordinator and other relevant agencies. Practitioners support children who speak English as an additional language by working closely with parents, gathering key words and adapting their approach to the individual child.
- Transitions within the nursery are effective. Children are supported well to settle into their new room. Practitioners communicate with parents and each other to ensure a smooth transition. Settling-in periods are planned around children's individual needs. This supports children to feel safe and secure.
- Practitioners communicate well with children; they speak clearly and ask them questions to develop their language and communication skills. However, practitioners do not always support children's developing vocabulary. For example, they sometimes repeat the incorrect pronunciation of words back to children or use baby language to name animals.
- Practitioners generally engage well with children; however, they do not always recognise when unsettled children need extra support to join in with activities. This means that children become upset and do not become fully involved and engaged.

- Children learn about different countries and cultures through activities. For example, each month, children learn about the celebrations, music and food from a different country. This helps children to develop respect and positive attitudes towards others.
- Practitioners support children to develop independence skills by encouraging them to do things for themselves, such as wiping their faces and washing their hands before and after meals. Children are encouraged to take part in daily tasks to learn to take care of their environment. For example, after tidy-up time, children enjoy helping practitioners to clean the tables with their own cloths before lunch.
- Leaders have addressed previous weaknesses in leadership and practice, such as supervisions and training for practitioners. They are committed to their continuous development to positively impact on children's achievements.
- Leaders recognise the importance of positive partnerships with parents. They have put in place plans to ensure that parents are more involved in their children's learning. Parents say that they are happy with the care that their children receive, and they value the regular updates about their child's day.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and practitioners have a good knowledge of safeguarding. They are confident to follow procedures and report any concerns that they may have about children in their care to the relevant agencies. This includes whistle-blowing against a colleague. Safeguarding knowledge is kept up to date by regular training and staff meetings. Practitioners carry out regular risk assessments on the indoor and outdoor environments.

## **What does the setting need to do to improve?**

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

- consider using the correct words and pronunciation when speaking to children to enhance children's vocabulary and language development
- support practitioners further to recognise when unsettled children need extra emotional support to feel secure in their environment.

## Setting details

<b>Unique reference number</b>	EY381910
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	10257222
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0208 857 9990
<b>Date of previous inspection</b>	18 November 2016

## Information about this early years setting

Treetops Mottingham Day registered in 2008. It is owned and managed by Busy Bees and operates from a three-storey detached property in the London Borough of Greenwich. The nursery is open Monday to Friday from 7.30am to 6pm, for 52 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 10 members of staff, eight of whom hold appropriate early years qualifications at level 3 or above.

## Information about this inspection

**Inspector**  
Katie Smith

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The leaders and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the leaders about the leadership and management of the setting.
- 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 manager and the inspector carried out a joint observation of an activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022