

Inspection of Treetops Day Nursery

The Vic Forster Centre, Franklands Village, HAYWARDS HEATH, West Sussex RH16 3RS

Inspection date: 27 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children receive a warm welcome when they arrive. Babies have breakfast with older children upon arrival, before settling into their specific room. Children who are unsettled when they arrive are given time and support to settle in. They freely access the activities and resources that are available. Children who require more encouragement to engage and focus on activities are supported to do so.

Children have access to a secure outside area that is opened up at set times throughout the day. They are supported to peddle tricycles and have room to run around and practise their physical skills. Older children confidently talk about the leaves and acorns that have fallen from the trees. Younger children find sticks and repeat the word 'stick' as they share these with staff.

Most children demonstrate a positive attitude to learning and engage in both self-chosen play and adult-led activities. Children are encouraged to take turns. Children eagerly bash blocks of ice with spoons to get to the dinosaurs that are frozen inside. They are encouraged to take turns when doing this.

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

- The provider has recently increased the staff team to ensure that there are enough qualified staff every day. Newly recruited staff have received a thorough induction and understand their roles and responsibilities well. Despite only recently starting at the setting, they know the children well and what the focus is for their development.
- The provider has recently made changes to the key-person system in light of new staff starting. Staff are aware of who their key children are and know them well, despite only recently joining the team. Children have good relationships with all staff and seem happy and settled.
- Staff know what they are teaching children and what the focus is for their curriculum. For instance, children learn about autumn and the changing seasons. Staff talk to children about the colours of the leaves. Children enjoy painting leaves and creating autumnal pictures. They identify the colours of the paints they use and confidently share their pictures with others.
- Staff monitor children's progress regularly and share this information with parents. Staff identify gaps in children's learning and put in place strategies to support and promote their development. They liaise with other agencies and use funding to purchase resources to support children's interests. Children with special educational needs and/or disabilities have access to the whole curriculum. As a result, children progress well in their learning.
- Most children positively engage in the activities that staff provide. However, the routines of the day, such as mealtimes, going outside and nappy changing

interrupt children's play. Children are given little time to prepare for these changes in routine. For instance, while staff tidy up after snack time, some children are read stories. However, children do not have sufficient time to fully engage before being told to go outside. Children are then told to come back inside before they have had time to finish their play.

- Babies join older children at mealtimes. Children bring in a packed lunch or have a choice of a hot cooked meal. Staff encourage children to use their manners and to wait their turn. At snack time, older children use tweezers to self-serve fruit. This supports their physical development. Younger children watch older children before having a go themselves.
- Staff teach children new words and provide them with explanations to further their learning. For example, children learn about the consistency of an egg yolk during a cooking activity. However, at times staff do not give all children age-appropriate explanations or use language to support their understanding.
- Partnership with parents is very good. All parents know who their child's key person is. They know what their children are learning about. Parents are very happy with the care the setting provides.

Safeguarding

The arrangements for safeguarding are effective.

The designated lead for safeguarding understands the local authority safeguarding procedures. She knows what to do if she is made aware of concerns about a child's welfare. Staff know how to recognise indicators of abuse, including how to recognise if a child is being exposed to extreme views. The designated lead for safeguarding and staff know what to do if there is an allegation made about an adult working with children. Staff carry out risk assessments daily to ensure children's safety.

What does the setting need to do to improve?

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

- improve the organisation of routines to ensure there is minimal impact on children's learning and development
- develop how staff communicate with children to support their understanding and improve their learning further.

Setting details

Unique reference number	EY496762
Local authority	West Sussex
Inspection number	10254199
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 4
Total number of places	60
Number of children on roll	38
Name of registered person	Enzed Nurseries Limited
Registered person unique reference number	RP901354
Telephone number	01444 443414
Date of previous inspection	30 December 2019

Information about this early years setting

Treetops Day Nursery registered in 2016. It operates from a scout hall in Franklands Village, in Haywards Heath, West Sussex. The setting is open Monday to Friday from 8am to 6pm, all year round, except for bank holidays and at Christmas. There are seven members of staff. The manager holds early years professional status. Three staff members hold appropriate early years qualifications at level 3. The setting receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Pippa Clark

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 deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector carried out joint observations of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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