

# Inspection of Treetops Nursery

52 North Street, Horncastle, Lincolnshire LN9 5DX

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Inspection date:

12 October 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### The provision is inadequate

Some staff do not understand how to recognise indicators of potential abuse. Therefore, if a child is at risk of harm, these staff members are unable to follow the correct referral procedures to gain the support children may require to keep them safe. Additionally, staff do not complete thorough risk assessments of the environment children access. Their practice does not ensure children are fully protected from hazards or promote their good health within the nursery.

Children do not all receive the same level of support from staff to enhance their learning. There are inconsistencies in staff interactions and engagement with children across the nursery. Younger children are not consistently offered experiences and activities to support their learning. This is because staff who work with this age group do not have a secure understanding of how to assess children's development and plan activities. At times, younger children wander and run around the room without focus. This is particularly noticeable during changes to daily routines, such as nappy changing time and preparation for children's snack time, when staff are preoccupied.

Nevertheless, older children are supported well by the staff who work with them in the pre-school room. Older children develop their physical skills as they concentrate well and enthusiastically join in group activities. They enjoy holding tightly on to a parachute, shaking it up and down with their friends. Children learn to follow instructions and confidently manage their own self-care needs. Overall, babies engage in activities. They enjoy experimenting as they place rings on small poles to support their hand-eye coordination.

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

- The provider does not ensure that all staff have a secure knowledge of all aspects of safeguarding. Some staff are not able to recognise signs that a child may be at risk from extreme views and exploitation. These staff have a weak knowledge of the linked procedures they must follow to protect children from harm. Therefore, children's ongoing safety is potentially compromised.
- Staff do not complete thorough enough risk assessments of the environment to promote children's safety. They fail to identify the risk posed from trailing electrical wires and open doors to the adult toilet and the kitchen, where cleaning materials are stored. Consequently, children are potentially exposed to hazards within the environment.
- The provider does not ensure that the spaces in which children play are consistently hygienic and well maintained. For example, furniture that children sit on, such as a settee and chair, are ripped and torn. Walls and doors are dirty. Although maintenance and cleaning routines are in place, they are not thorough

enough to promote children's health and well-being.

- The manager does not implement thorough strategies to support staff in their professional development. She does not monitor staff practice well enough to identify weaknesses in their teaching. Therefore, staff are not provided with the ongoing coaching and support they need to further develop their skills and knowledge.
- The quality of teaching and interactions between staff and children are not consistent throughout the nursery. Staff who work with younger children do not consistently offer them ongoing support to help them make good progress in their learning. For example, outside, these staff enthusiastically help younger children to develop their imagination. Younger children excitedly share that they want the climbing frame to be a pirate ship. They make marks on the ground with chalks and tell visitors these are planks for them to walk on to the ship. However, when younger children return indoors, they do not receive the same level of support. Activities inside are poorly presented, and staff busy themselves with other tasks rather than offering children interesting activities. Consequently, children appear bored and uninterested.
- Staff who work with the younger children, including babies, do not accurately assess their learning needs and plan effectively for individual children's stage of development. Some activities in the baby room do not reflect the babies' individual interests or identified next steps in learning. For example, a planned sand activity to develop their sensory skills is included despite babies not showing an interest in this. Staff do not recognise how to adapt this activity to inspire babies' engagement or help them to explore the sand in other ways.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff meet their needs sensitively, as they gently encourage them to participate in activities. Staff work closely with parents and other professionals and quickly seek early help and advice to support children with SEND. Parents report how much they appreciate staff support and guidance.
- Overall, children are happy and settled at this nursery. They develop close attachments to staff. Babies happily receive cuddles and settle quickly when going to sleep.
- Older children benefit from positive teaching. They develop their confidence as they join in discussions and make decisions. Staff encourage them to recall favourite songs they would like to march along to. Children develop their balance, coordination and spatial awareness as they move around the room and march along in time to the music. They learn about how their body changes after physical activity and why drinking water is important to keep them hydrated.

## Safeguarding

The arrangements for safeguarding are not effective.

Despite staff completing safeguarding training, some staff do not know how to identify all the signs that a child is at risk of radicalisation. They are not secure in their knowledge of the 'Prevent' duty guidance. However, all staff are confident in

other signs that a child may be of risk of harm and of the child protection procedures they must follow to keep children safe. Staff do not complete thorough risks assessments of the environment. Cleaning and maintenance of the environment and equipment are not good enough to promote children's health and safety. Nevertheless, staff deploy themselves well to ensure children are always within their sight.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure all staff have an up-to-date knowledge of the 'Prevent' duty guidance and understand the procedures to follow in the event of concerns	02/11/2022
ensure risk assessments are effective in identifying potential risks and hazards to children, and take steps to remove and minimise these	02/11/2022
ensure the premises and equipment are clean and fit for purpose to promote children's health and well-being	02/11/2022
ensure weaknesses in staff teaching practice are identified and staff are provided with the coaching and support they need to further develop their teaching skills	02/11/2022
ensure staff interactions are consistent throughout the nursery so all children receive the support they need to make the best possible progress	02/11/2022
ensure staff who work with younger children are aware of what children already know and can do and use this information to plan activities that focus on what they need to learn next based on their emerging needs and interests.	02/11/2022

## Setting details

<b>Unique reference number</b>	EY458112
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10236068
<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>	0 to 10
<b>Total number of places</b>	42
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Treetops Nursery Ltd
<b>Registered person unique reference number</b>	RP532295
<b>Telephone number</b>	01507 526 755
<b>Date of previous inspection</b>	12 October 2016

## Information about this early years setting

Treetops Nursery registered in 2013 and is located in Horncastle, Lincolnshire. The nursery opens all year round, from Monday to Friday, except for one week at Christmas and bank holidays. It is open from 7.30am until 5.30pm. The nursery employs eight members of childcare staff. Of these, one holds a qualification at level 6, three at level 3, three at level 2 and one is unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Judith Rayner

## 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 inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The manager and inspector completed a joint observation of an activity and evaluated the observation together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector talked to the manager, the provider, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including evidence of staff qualifications and their suitability when working with the children.

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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