

Inspection of Treetops Sutton

128 Grove Road, Sutton, Surrey SM1 2DD

Inspection date: 27 October 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's singing, laughter and happy voices can be heard around the building. Their eagerness to play fills the air in this vibrant nursery. Children have a positive start to their education. They develop a range of knowledge and skills through good-quality teaching and the stimulating environment. Children respond well to the high expectations set by staff. They explore, create and make independent choices about their play.

Children are kind and polite. They are encouraged to use good manners. Children are settled and safe at the setting. They develop good coordination and control of their movements. For example, babies have plenty of space to practise skills such as crawling, walking and pulling themselves up to stand. Older children eagerly explore as they climb, play with hoops, jump and run. They enjoy the space and fresh air in the garden. Children show positive attitudes towards their learning and explore their own ideas. For instance, they excitedly develop their creativity and imagination. They are supported well to be confident. Children show respect and value staff and each other. They behave well. Consistent strategies help children to understand what is expected of them, such as saying 'please' and 'thank you'.

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

- Managers are passionate in their mission to provide high-quality childcare in an enriched learning environment. Their aim is to give children the best start in their educational journey. The views of children, parents and staff inform the evaluation, helping managers to reflect on how to further improve.
- Staff provide children with a curriculum that follows children's interests and builds on their existing knowledge. For example, they know that children are very interested in role play. They introduce a wide variety of interesting resources for them to explore and enjoy. Staff support children to learn and develop their vocabulary. However, staff need to improve the implementation of what children need to learn next to fully enhance children's development and support them to make even quicker progress in their learning.
- Staff support children to develop their vocabulary well. For example, they introduce words, such as 'mixing', 'pouring' and 'more', as they pretend to make tea. Staff narrate what babies do and repeat key words for younger children. They ask older children many questions and allow children time to think and respond. At times, staff clearly repeat what children say, so they can hear the correct pronunciation of words. Children join in songs and stories, which effectively expand their communication and language skills, supporting them to become confident talkers.
- Children develop good independence and learn about healthy lifestyles. For example, older children pour their own water and feed themselves with a knife

and fork, while babies easily access resources. Children have daily exercise outdoors. Meals are healthy and nutritious. Children's dietary needs are effectively promoted. Older children are provided with appropriate resources to learn about brushing their teeth. Staff consistently follow good hygiene practices, which helps to promote children's good health.

- Children learn about shapes, colours and different mathematical language, such as 'full' and 'enough'. They learn to count and understand amounts, such as how many items they have. However, occasionally, opportunities to expand older children's ability to solve simple number problems lack the full promotion of their knowledge.
- Parents are happy with the care that their children receive. They praise the communication that they receive and 'friendly' staff team. Parents comment that their children 'make good progress'. Strong parent partnerships help to promote continuity between home and the nursery, and effectively build on children's learning.
- An effective programme of training and support helps staff to maintain high levels of well-being. It allows them to reflect and continue to improve their practice. Staff say that they 'enjoy working at the nursery'.
- Children are well supported to understand about the wider world. For instance, they celebrate different cultural festivals and events, which effectively promote respect and tolerance.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust recruitment procedures to ensure that staff are suitable. Staff access training in safeguarding, and managers check that this knowledge is up to date. Staff know the referral procedures to follow should they have concerns about children's welfare or the conduct of a colleague. They understand safeguarding issues, such as different types of abuse, extremism and radicalisation. Managers and staff ensure that the premises are secure. Staff follow risk assessments to keep children safe. For example, they ensure that children are supervised at all times. Staff are well deployed throughout the nursery. They ensure that accidents and incidents are accurately recorded and shared with parents. Any concerns raised are dealt with swiftly and appropriately to promote the safety and welfare of children.

What does the setting need to do to improve?

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

- provide further support for staff to consider the implementation of the curriculum to help children achieve the most from their learning experiences
- use simple number problems during older children's play to help extend their

mathematical skills to the next level.

Setting details

Unique reference number	EY404032
Local authority	Sutton
Inspection number	10235371
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 3
Total number of places	46
Number of children on roll	52
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	02086612201
Date of previous inspection	30 December 2016

Information about this early years setting

Treetops Sutton is part of Busy Bees Nurseries Limited. It re-registered in 2009 and operates from Sutton, in Surrey. The nursery is open each weekday from 8am to 6pm, all year round. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs 14 members of staff, of whom 10 hold an appropriate early years qualification from level 2 to level 6.

Information about this inspection

Inspector

Marvet Gayle

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 setting.
- Managers completed a learning walk of the nursery with the inspector and discussed the early years curriculum.
- Children interacted with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector carried out a joint observation with the manager and discussed the quality of teaching.
- Parents shared with the inspector their experience of having a child in the nursery.
- The manager provided the inspector with a sample of key documentation.

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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