

Inspection of Treetops Oakwood

382 Bishops Drive, Oakwood, Derby, Derbyshire DE21 2DF

Inspection date: 29 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly and develop caring relationships with staff. Photos of children and their families are displayed throughout the nursery, which helps them feel at home. Each child's thoughts and feelings are carefully considered and respected by staff. For example, staff ask younger children if they are happy to have their nappies changed or their noses wiped. Older children work together with staff to create their code of conduct, which they name the 'golden rules.'

There are many stimulating activities for children to discover. Children approach these with awe and wonder. 'What's this?' younger children exclaim as they delve into messy play. They delight in exploring new textures while staff subtly introduce new words into their play. Older children investigate water and ice. They use words such as 'freezing', 'slippery' and 'smooth' as they discuss how they feel. Children discover that the ice cubes shrink over time, and staff extend their learning by explaining why this happens.

Children feel valued and safe in this nurturing, engaging and happy environment. They build on their emotional vocabulary. Staff support them to understand their feelings, and encourage children to talk about them. Children discuss what makes them happy, sad, angry and why.

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

- Staff plan engaging activities that incite curiosity in children and offer opportunities for challenge. For example, younger children are interested in farm animals. Staff set up a small-world farm for them to develop their understanding of farming. They place the activity on a low table to encourage babies to pull themselves up to standing, developing their large muscles as they play.
- Staff track children's learning through ongoing, accurate observations of children. They thoughtfully consider how to use funding to further support individual children's learning. For example, staff have ordered maths resources to develop children's counting skills. All children, including those in receipt of additional funding or those with special educational needs and/or disabilities, make good progress.
- Staff instil a love of books in children from a young age. Children listen to stories with intense concentration. Staff skilfully ask questions to check children's comprehension. Babies like the interaction of touch-and-feel books. Staff point to pictures as they read and say single words to develop younger children's vocabulary. Older children talk about stories they have read and enjoy painting pictures of the front covers of their favourite books. 'That's my book cover!' they say as they beam with pride as they spot their art on display.
- Children's health and well-being are promoted well. They learn to wash their

hands before eating. Children eat a wide range of nutritious meals and snacks, which are lovingly prepared by the nursery's dedicated chef. Parents and carers comment that their children 'love her dinners.' The chef works closely with staff, children and parents to cater to children's dietary needs and preferences.

- The staff know children and their home lives. They talk to children about their home experiences and seek to develop further learning opportunities inspired by their favourite family outings. However, staff do not consistently offer children from different backgrounds opportunities to share their home language and traditions within the nursery.
- Managers are passionate and strive for excellence. They offer staff a range of online training to keep their skills and knowledge up to date. Managers operate an open-door policy and staff find them friendly and approachable. Managers support staff well-being, for example, by raising awareness about the menopause and making relaxation packs for staff. Staff comment that they are well supported and 'love working at this nursery.'
- Staff develop exceptionally strong partnerships with parents. Parents know their child's key person well and communicate with them daily. Parents have access to an online app that provides them with activity ideas and support. Staff have developed themed activity packs, such as 'creative' and 'rhyme time', which families can take home to enjoy together. Parents are overwhelmingly positive about this nursery. They say they are 'very grateful for the support' they receive from managers and staff.

Safeguarding

The arrangements for safeguarding are effective.

Managers instil a strong culture of safeguarding in this nursery and take their responsibility to safeguard children extremely seriously. They have a secure understanding of the importance of monitoring children's attendance. Robust recruitment procedures mean that staff are carefully vetted. Staff attend regular safeguarding training, which includes updates on current local safeguarding concerns. They are aware of safeguarding issues, including county lines and female genital mutilation. The staff know the signs and symptoms of abuse and are confident in reporting concerns and allegations. They carry out daily risk assessments to ensure children can explore the environment safely.

What does the setting need to do to improve?

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

- increase opportunities for children to use their home language in their play and learning, to further extend their language development.

Setting details

Unique reference number	258424
Local authority	Derby
Inspection number	10234462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	89
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01332 281978
Date of previous inspection	8 December 2016

Information about this early years setting

Treetops Oakwood registered in 1991 and is managed by Busy Bees Nurseries Limited. The nursery is situated in Oakwood, Derbyshire. It employs 20 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and 11 hold qualifications at level 3 and above, including one with qualified teacher status. 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
Vanessa Cuthbert

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic. 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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children to find out about their time at the nursery.
- The manager and inspector observed and evaluated an activity together.
- The inspector held discussions with the management team regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- The management team provided the inspector with relevant documentation, including the 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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