

Inspection of Treetops Epsom

12 The Parade, EPSOM, Surrey KT18 5DH

Inspection date: 6 January 2023

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 enjoy their time at the nursery. They are happy and confident as they explore the environment. Children settle quickly in the well-resourced rooms. Babies confidently explore the environment and pull themselves up on low-level play equipment. They know that staff are nearby for reassurance when needed. Toddlers and older children chat with friends and are keen to engage in activities. For example, they chat together when trying to get a pumpkin out of a bucket. They negotiate and try different strategies to remove it. Children celebrate with a high five when they complete their task. This shows that children are emotionally secure at the nursery.

Children gain an understanding of the world around them. They learn about safety. Staff encourage children to be garden detectives. They check the nature garden is safe and secure before they begin their bug hunt. Children express their delight in finding worms in the garden. They tell their friends to be careful when looking under logs. Staff talk to the children about where the worms live and what else they find. Children describe the worms as 'wiggly' and 'jiggly' and laugh when it tries to wriggle down their sleeve.

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

- Staff provide children with a curriculum that is based on their likes and interests. Staff plan activities to support what children already know and what they need to learn next. However, some activities are not pitched at the right level. For example, staff introduce words to younger children that are too complex. This results in some children losing interest and becoming disengaged in their learning.
- Children with special educational needs and/or disabilities (SEND) have effective support. The special educational needs coordinator (SENCo) uses assessments to identify gaps in learning. He works with parents and other professionals to ensure there are swift plans in place. This ensures children are continuously making progress.
- Generally, children have positive attitudes towards learning. They are eager to explore and investigate their surroundings. For example, older children count, compare and use positional language while finding worms in the garden. Toddlers concentrate when mixing paints as they use their fingers and brushes. Babies are curious about textures and messy play as they explore inviting opportunities. This allows for children to become engaged in their learning.
- Children are beginning to develop their independence and self-care skills. Older children wash their hands after painting and learn how to put away their toys. However, occasionally, they are not always given the same opportunities to practise these skills.

- Children who speak English as an additional language are supported effectively. Staff learn keywords in children's home languages to help them feel secure. Leaders have excellent partnerships with external agencies. For instance, translators visit the nursery to provide specialist support to children and their families. This develops their communications skills.
- Partnerships with parents are strong. Staff exchange information with parents about every aspect of their children's care, learning and progress. For example, staff work with the local health visiting team. They support parents with children's two-year-old checks. The manager works with the parent representatives to ensure parents' views are heard.
- Staff provide opportunities for children to learn about diversity in our communities. They enjoy celebrating and learning about other cultures and faiths. For instance, children learn about Black History and Diwali. They learn about what makes them unique. This helps children to develop respect for others.
- Children take part in a range of stories, rhymes and songs throughout the nursery. Babies cuddle with staff as they explore books. Toddlers enjoy dancing as they sing familiar nursery rhymes. Older children recall characters in stories and suggest what might happen next. This helps children to develop a strong knowledge of stories, songs and rhymes.
- The highly knowledgeable management team have a clear vision for the future. Supervision is robust and the professional development of staff is a priority. The leadership team carry out a combination of virtual and face-to-face training. This supports staff to develop their knowledge and skills even further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a good knowledge of the signs and symptoms that could indicate that a child is at risk of harm. They know how to make a referral if they have concerns about the welfare of a child. Staff are clear about the procedure they will follow if they have concerns about the conduct of a colleague. The management team make sure that safer recruitment checks are carried out to ensure the ongoing suitability of staff working with children. The nursery is routinely checked to ensure the safety of children.

What does the setting need to do to improve?

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

- strengthen the implementation of the curriculum to ensure activities are pitched at the correct level for all children and support their next steps in learning
- strengthen the opportunities for children to develop their independence and self-help skills even further.

Setting details

Unique reference number	EY404028
Local authority	Surrey
Inspection number	10270060
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	1 to 4
Total number of places	68
Number of children on roll	99
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01372745905
Date of previous inspection	25 May 2018

Information about this early years setting

Treetops Epsom registered in 2009. It is one of a group of nurseries owned and operated by Busy Bees Nurseries Limited. The nursery is situated in Epsom, Surrey and is open each weekday from 8am to 6pm, all year round. A team of 26 staff work directly with the children. Of these, one holds early years teacher status, two hold early years degrees in childcare and 13 hold childcare qualifications between level 2 and 3. The provider receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kelli Wiseman

Inspection activities

- This was the first routine inspection the provider received since COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken into account their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took into account their views.
- The manager showed the inspector key documentation on request.

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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