

Inspection of Treetops Ealing Common

Woodgrange Avenue, Ealing W5 3NY

Inspection date: 12 January 2023

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 play and learn in a positive and homely environment. They are greeted by warm and caring staff, who know them well. Staff form positive attachments with children. This helps children to settle in well and develop confidence to explore the many interesting resources and activities.

Children are enthusiastic and active learners. Babies move around low-level furniture. They are excited to look at themselves in mirrors and make facial expressions. Toddlers enjoy looking at books and being read to by staff. They sing familiar songs, which helps them to develop their language skills. Older children enjoy playing in the setting's home corner, they enjoy sorting different vegetables and fruits by colour and size. They develop using language such as 'more' and 'less' and are beginning to count and use numbers correctly.

Children behave very well. Staff are positive role models and have high expectations of children's behaviour. Staff provide gentle reminders and explanations to help children learn about rules and boundaries. They receive warm praise from staff for the good choices they make. Children learn to speak respectfully to each other, take turns and be kind to their friends. Staff interact warmly during care routines, such as nappy changes and washing hands. Children approach staff if they need comfort or reassurance. This helps children to feel safe and secure.

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

- Staff successfully teach children about making healthy choices and leading healthy lifestyles. They ensure children wash their hands regularly, learn how to keep their teeth clean and have daily physical exercise. Children look forward to eating the healthy snacks and nutritious home cooked meals.
- Children confidently develop their independence and self-care skills. They independently select toys they want to play with and take the lead in this. Staff teach children how to use cutlery safely at mealtimes and explain why it is important to cover their mouths when coughing. However, routines such as lunchtime are not as well managed as other routines in the setting, children can spend a long time waiting and children's independence skills are not always fully promoted by all staff.
- Staff observe and monitor children's progress. They provide exciting experiences that children engage with and enjoy. All children are making good progress across the seven areas of learning. Any possible gaps in learning are quickly identified and appropriate support put in place. Children are well prepared for next stages of learning, including moving on to school. Overall, the curriculum is well sequenced and challenging.

- Managers and leaders support children with special educational needs and/or disabilities and those who speak English as an additional language well. They work with parents and other professionals and use strategies recommended for them to support these children. This ensures that every child makes good progress.
- Children are motivated and curious to learn. They learn to manage their emotions by talking and staff reassure children it is acceptable to be happy or sad. Children use self-regulation tools, such as books and sensory toys, to help them manage their emotions. This results in all children being confident with good levels of self-esteem.
- Leaders understand what areas they want to improve to ensure all children achieve to the highest levels. The manager works closely with staff to support their learning through training and development. For example, staff have completed training to support children with their communication, this has had a positive impact on all children's language development.
- Partnerships with parents are strong. Staff update parents on what their children have done through daily discussions. Parents speak positively about the staff and describe them as friendly and caring. They value updates about their children's development through the nursery app. Children's progress is shared regularly with parents, including next steps for learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge within the setting is robust. Staff are confident about recognising the different types of abuse and reporting procedures. They have a clear understanding of what they need to do if an allegation is made against them or a member of staff. Daily risk assessments are carried out before the children arrive and the provision is clean and safe. Staff supervise children well throughout the day. The provider uses thorough procedures and checks to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff's knowledge on the management of mealtimes, so that all children develop their independence skills and remain engaged.

Setting details

Unique reference number	118137
Local authority	Ealing
Inspection number	10234103
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	39
Number of children on roll	42
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0208 992 0209
Date of previous inspection	12 January 2017

Information about this early years setting

Treetops Ealing Common nursery is within the London Borough of Ealing. It is open each weekday from 7.30am to 6pm, all year round. The nursery employs eight staff, including the manager. Of these, seven hold relevant early years qualifications from level 2 to level 6. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery registered in 20 September 2000.

Information about this inspection

Inspectors

Nelam Pooni
Katie Pound

Inspection activities

- This is the first routine inspection the provider has 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 manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want them to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.
- Relevant documentation was reviewed.

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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