

Inspection of Treetops Toton

Minton Close, Chilwell, Beeston, Nottingham, Nottinghamshire NG9 6PZ

Inspection date: 21 February 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 arrive happily at this nursery and are greeted by their key person, who they have secure relationships with. Children show positive attitudes to learning. Babies are curious and keen to try out activities and explore toys independently. They enjoy playing with scarves, putting them over their head and pulling them off. They eagerly use paint and dabbers, developing their fine motor skills as they dab paint on eggboxes. Children are keen to share their toys with visitors. They are confident to approach them, sharing in shaking sensory bottles, smiling while they play. Pre-school children investigate how different items in the water tray sink or float. Staff help toddlers and pre-school children to develop their independence through routine activities, such as pouring their own drinks.

Children behave well. They play cooperatively and share resources with their friends. In the garden, children put on sunglasses and pretend to be 'the Grandpa'. They give sunglasses to their friends to put on to be 'the Gran'. They climb and balance confidently on wooden beams outside and explore the mud kitchen, scooping the mud with spoons. Children share and listen to stories. They respond to questions about the story, developing their language and listening skills.

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

- Partnerships with parents are strong. Parents speak highly of the setting and feel valued. They say staff regularly share information in a variety of ways to keep everybody up to date in what is happening in their child's life. Parents say that staff are 'like family and always happy' and know their children well.
- Staff work closely with parents and external agencies to support children with special educational needs and/or disabilities and health conditions.
- Children form secure attachments with their key persons. Babies happily give and receive cuddles. Toddlers seek out staff to help with their personal care. However, staff do not always recognise when less confident and quieter children need encouragement to join in activities.
- The manager regularly carries out supervision meetings with staff. Leaders and managers support staff well-being, especially during times of change. They also support parents and families, for example through well-being sessions. Parents say staff care about them and support them during difficult times.
- Children's behaviour is good. Staff help children understand and follow the 'golden rules'. These are implemented well and consistently by staff, helping children to understand the behaviour that is expected.
- The manager is a good role model for staff. Her vision of what it is she wants children to learn is clear and the focus is on the three prime areas. However, sometimes, her vision is not fully understood or implemented by the rest of the staff. For example, staff provide pencils and paper to babies and toddlers and

talk about teaching the children to hold the pencil correctly. They do not focus on helping children to build the skills needed to develop fine motor skills. This means that, in some instances, children miss vital stages in their learning.

- Children engage in activities and staff interact and join in activities with them. Staff use good questioning techniques and give children time to think and respond. Staff in the baby room sit on the floor and join in with babies' play. Overall, children are making good progress in their learning as a result of staff's interactions.
- Staff know the children well and understand their individual learning needs well. However, occasionally, staff's eagerness to provide enjoyable experiences for children means that activities are less purposeful. For example, activities are planned to build on children's interests but are sometimes not tailored to what children need to learn next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of how to keep children safe. They are able to identify signs and symptoms of abuse and know how to report any concerns. Staff know the procedure and who to contact if they are concerned about a member of staff's suitability. They are aware of local safeguarding concerns, such as keeping children safe from radicalisation and female genital mutilation. Recruitment procedures are robust. Children are closely supervised. When sleeping, staff regularly check children to ensure they are safe.

What does the setting need to do to improve?

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

- support staff to tailor activities to meet individual children's needs
- improve ongoing support and coaching for staff to help them strengthen their understanding of the curriculum
- help staff to engage and support quieter and less confident children to build friendships to support their social skills in readiness for school.

Setting details

Unique reference number	EY282318
Local authority	Nottinghamshire County Council
Inspection number	10234795
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	0 to 4
Total number of places	65
Number of children on roll	79
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	0115 9732311
Date of previous inspection	10 March 2017

Information about this early years setting

Treetops Toton registered in 2004. The nursery employs 23 members of childcare staff. Of these, one has qualified teacher status, one has an early years qualification at level 6, 12 hold appropriate early years qualifications at level 3, one at level 2 and eight are unqualified. The nursery opens Monday to Friday, 7.30am to 6pm, closing for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sheila Sidey

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 provider.
- The manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the curriculum.
- The inspector carried out joint observations with the manager.
- The inspector held discussions with staff during the inspection and spoke to children.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the manager and looked at relevant documentation and evidence of staff suitability.

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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