

Inspection of Treetops 2B The Grove

2b The Grove, London W5 5LH

Inspection date:

23 March 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed into the nursery and settle quickly. They are keen to explore the activities on offer. At the beginning of the day, children enjoy 'wakey shakey' sessions, where everyone is greeted and included. They join in with actions, helping them to focus and prepare for learning. Children receive plenty of praise and encouragement throughout the day, building their confidence and self-esteem.

Generally, children behave well and are engaged in activities. There are times, however, when some children struggle to regulate their behaviour. When children's behaviour escalates, staff remind children to use their 'gentle hands'. However, staff do not help children to manage their feelings and emotions effectively or to understand how their actions affect others. This means that there is not a consistent approach to teaching children the expectations for their behaviour.

Staff support new babies to settle and feel secure in their environment. They are attentive to their needs, offering reassurance, comfort and cuddles. Babies readily explore the resources within the room. Staff recognise when children are ready to have a sleep, and they respond promptly. Staff focus on developing babies' physical strength through 'tummy time' and walking activities.

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

- Parent partnerships are not as strong as they could be. Some parents say that they do not know who their child's key person is, despite all children being assigned one. Staff have not communicated recent staffing changes effectively, which means that parents cannot be fully involved in their children's learning. In addition, staff are not consistently supporting their own key children, which means that, occasionally, some children receive little interaction or support.
- Staff promote children's healthy lifestyles. They encourage healthy eating at snack and lunchtimes, and children have free access to drinking water throughout the day. Children have plenty of opportunities to be outdoors and enjoy the fresh air as they play in the large, well-equipped garden area. Children are active and practise their physical skills, such as running, climbing and riding on wheeled toys.
- Children are encouraged to be independent. Toddlers help to hand out cutlery at lunchtime; they pour their own water and serve their own food using tongs. They are offered support if required.
- Staff plan a variety of activities to support children's learning. Toddlers fill and empty different-sized jugs and pipettes with water and learn mathematical language such as 'full' and 'empty'. They develop their fine motor control as they squeeze the pipettes.

- Staff carry out assessments of children's progress, including the progress check for children aged between two and three years. However, some assessments do not accurately reflect the individual needs of the children. Staff do not use the progress check at age two to communicate activities and strategies they intend to adopt to address any emerging concerns effectively.
- Overall, children who speak English as an additional language make good progress. Staff focus on developing their language through introducing new vocabulary and repetition of words. They request key words in children's home languages to support their communication and, where possible, use their native language to support understanding.
- Babies are introduced to animal names and the sounds they make as they use paint to 'stamp, stamp' with the feet of animal models. They use their senses to feel what animal's fur is like while staff model new language. Staff sing familiar songs and read stories with children throughout the day, helping them to develop their vocabulary.
- Management places a strong emphasis on training, and staff report that there is a variety of training opportunities available to ensure they continually improve their practice. The relatively new manager demonstrates a commitment to make further improvements to enhance the quality of care and education provided for the children. This includes more planned outings, such as regular trips to the local park and library, and creating more activities that parents can be involved in. The manager gives high priority to staff well-being and welfare, and they say that they feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the importance of keeping children safe. They are aware of the signs and symptoms that may indicate a child is at risk of abuse or neglect and know the procedures to follow should they have a concern about a child's safety or well-being. Thorough recruitment and vetting procedures are in place to ensure that all staff are suitable to work with children. Staff risk assess daily, ensuring that children are able to play in a safe and secure environment. Procedures for signing children in and out of the nursery are robust, and staff perform regular headcounts. Staff complete regular safeguarding training to keep their knowledge of relevant issues up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

improve key-person relationships to ensure all parents are aware of who their child's key person is and staff are able to spend consistent time with their key children to ensure their learning and developmental needs are met	15/05/2023
improve behaviour management strategies to help all children understand how their own feelings and behaviours impact on others	15/05/2023
improve procedures to ensure concerns in relation to children's learning and development are addressed in a timely manner	15/05/2023
improve the quality of assessment to ensure concerns about children's development are communicated effectively alongside strategies that are intended to be used to address issues or concerns.	15/05/2023

Setting details

Unique reference number	118118
Local authority	Ealing
Inspection number	10264799
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 2
Total number of places	52
Number of children on roll	36
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	020 8567 4300
Date of previous inspection	27 June 2017

Information about this early years setting

The nursery registered in 1992. It is situated in the London Borough of Ealing. The nursery is open each weekday, from 8am to 6pm, throughout the year. The provider employs 14 members of staff. Of these, seven hold appropriate early years qualifications at levels 2 to 6. The provider receives funding for the provision of free early education for children aged two years.

Information about this inspection

Inspector

Nicky McDougal

Inspection activities

- This was the first routine inspection the provider 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all the areas of the nursery and discussed the early years curriculum.
- Children communicated 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of an activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager provided the inspector with a sample of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023