

Inspection of Treetops Nursery

Doyle Gardens, LONDON NW10 3SQ

Inspection date: 29 March 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy to begin the day at this warm and inviting nursery. Staff's high expectations are demonstrated in their attentiveness to children's needs and the way they listen to children. They make them feel safe, secure and ready to learn. Children have lots of opportunities to develop their physical skills. For example, in the morning they begin their day with a warm-up session outside, where they jump, hop and run in a team activity. Children squeal with excitement as they interact with their friends. They countdown for the end of the session, understanding the routine well. Children enjoy creative activities. For example, babies explore paints and textures with their hands, while staff encourage them to explore the marks they have made. Older children experiment with play dough by rolling, patting and creating their face.

Children have lots of opportunities to be curious and experiment. For example, when creating a volcano, children listen as each new ingredient is added to create a volcanic eruption with foam. Children show delight and ask for 'more'. Children listen as staff introduce new words such as 'lava' and 'funnel'. The environment is designed to create a love of literacy and language. Children are familiar with stories and interact with props during 'The Hungry Caterpillar' and 'Three Billy Goats Gruff.' Throughout the day, children often approach the literacy corners to explore and enjoy books.

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

- Staff provide a rich variety of learning experiences for children to cover all areas of learning. Activities provide challenge and curiosity to develop children's critical thinking. For example, during a basketball activity, children who successfully hooped the ball were challenged to stand further back. Less-able children were encouraged to stand nearer to succeed.
- Staff know their children well with a robust settling-in process in place. As children transition from one room to another, staff and parents work closely to ensure a smooth move. Staff update the individual child-interest board when necessary, which supports the planning to ensure that children engage in their learning.
- There is a strong emphasis on literacy within all areas of the nursery. Staff share stories throughout the day, and children listen with intent. For example, babies will take a book from the bookshelf and approach staff to read a story as they snuggle up. Props are used in order to build the story and encourage children's imagination.
- Parent partnership working is strong, and parents speak highly about the staff and manager. Parents value the time staff give to provide updates on their child's day and progress. They use an online facility to share their home

experiences, so staff learn swiftly about children's new interests and their home life, giving staff a greater understanding of their key children.

- Staff provide a rich environment that promotes inclusion and equality. For example, there are displays of current celebrations, such as Ramadan and Mother's day. These encourage discussions when children learn about differences, and they create a sense of belonging and inclusion, as children see people similar to themselves and their families on display. Children show they respect others and behave well.
- Children learn about good health practice. They wash their hands after outdoor play and before mealtimes. At mealtimes, they are provided with well-balanced nutritious food and drink. They learn the importance of good oral hygiene to keep their teeth healthy.
- The manager has a clear vision for the nursery, which is shared with the staff. Staff have regular supervision. They are given opportunities to develop their knowledge through a broad range of training to ensure teaching is effective. Leaders appreciate their staff and reward them in a variety of ways to recognise they are valued and part of an effective team.
- Occasionally, some staff do not always make the most of interactions with children to allow them to express themselves fully and take their learning to the highest level, particularly children who are more reluctant to speak.
- Each room has a dedicated outdoor area for children to explore and develop their gross motor skills. Occasionally, resources may not be appropriate or may need to be suitably supervised to engage and stimulate children.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs and symptoms of abuse and know who to make a referral to if they have concerns about a child. Leaders ensure staff recruitment procedures are followed and check ongoing suitability to ensure staff continue to be appropriate to work with children. Staff understand how to keep the environment and children clean, ensuring that they stay healthy and safe. Staff and the manager know how to report a concern to the relevant authorities if an allegation is made against a staff member.

What does the setting need to do to improve?

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

- enhance opportunities for children who are less confident in speaking to talk and express themselves and share their ideas
- develop the outdoor learning area so that resources are age-appropriate, easily accessible and give children the opportunity to explore and follow their own ideas and interests in all the gardens.

Setting details

Unique reference number	EY452032
Local authority	Brent
Inspection number	10280504
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	108
Number of children on roll	70
Name of registered person	SAI Children Centre Ltd
Registered person unique reference number	RP530212
Telephone number	0208 9631259
Date of previous inspection	22 August 2017

Information about this early years setting

Treetops Nursery registered in 2012. The nursery employs 24 members of childcare staff. Of these, 20 hold appropriate early years qualifications at level 2 or above, including one with qualified teacher status and two qualified to level 6. The nursery opens from 8am until 6pm on Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jacqueline Halpin

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 staff and has taken that into account in their evaluation of the nursery.
- The manager and inspector carried out a learning walk together and discussed the curriculum.
- The inspector spoke with parents and staff and took their views into account.
- The inspector carried out a joint observation with the manager.
- The inspector observed interactions between staff and children.
- The inspector sampled documentation, including insurance, paediatric first aid and 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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