

Inspection of Treetops 2A The Grove

2a The Grove, Ealing, London W5 5LH

Inspection date: 3 May 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 are happy and enjoy their time at this welcoming and nurturing nursery. They build positive relationships with staff. Children are keen to take part in a range of interesting and challenging activities, which are carefully planned to enable sequenced learning of the curriculum. They welcome praise and recognition for their choices, which helps to raise their self-esteem. For instance, children choose to engage in sensory learning with flour, making faces that show varying emotions.

During group times, children learn about emotions. They express how they are feeling and the reasons for this. Children confidently describe their feelings and relate these to the book on emotions they are reading. This also helps them to learn and understand the feelings of their peers. For example, they carefully sing songs with staff about sharing and caring to remind themselves to be kind to friends.

Children enjoy developing their physical skills and playing outdoors. For example, they enthusiastically balance on challenging combinations of apparatus, tackling the different slants of planks. Children develop their fine motor skills. They focus well on threading strings and connecting small parts during various activities.

Children develop their independence very well. For example, children help to tidy up when they have finished playing and develop skills in putting on jackets.

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

- Staff recognise the importance for children to hear more words to improve their language and communication skills. Staff read books with great expression. Children enthusiastically join in with repeated rhyming phrases. They answer questions about the story to show that they understand what has happened. This helps children to build their vocabulary and make progress in their language development.
- Staff interact with children very well. They consider what children can do and what they should learn next. Staff think about the best ways to set out the resources and activities to promote children's interest and engagement. For example, children are excited as they care for dolls in the role-play area. They show strong engagement as they care for the hygiene of the dolls. However, staff provide fewer opportunities for children to develop their thinking and communication skills, such as when children talk about dinosaurs outdoors.
- Staff closely observe children and monitor their progress effectively. They then plan, with the manager, how to help children achieve the next steps of learning. However, recent staff changes have meant that some staff new to their role are

not fully aware of children's starting points, to support their learning even further.

- There are very good links with other professionals who provide specialist support. For example, staff keenly use the additional strategies provided by speech and language therapists. This provides children with special educational needs and/or disabilities with many opportunities to develop their communication skills. Leaders ensure that children receive any funding they are entitled to and think carefully about how to use this funding to support children's needs.
- Children who speak English as an additional language receive excellent support to settle in. They respond happily to staff's smiles and show that they feel confident to share thoughts with other children in their home language.
- Staff warmly welcome children at the start and end of their nursery day. Staff find out what they would like to do and provide a very good range of activities. Children are encouraged to get involved in things that fascinate them. For example, they enjoy observing and discussing a caterpillar they find on a leaf. There is laughter as children tell staff about what it likes to eat from a previous reading of 'The Very Hungry Caterpillar'.
- The new staff team works collaboratively and communicates respectfully as a team. The leaders have introduced effective systems of supervision and training to support staff. Staff are offered training based on their needs and requests. This has led to the new team working towards effective outcomes for children.
- There are effective partnerships with parents. Staff communicate well with parents, both verbally and via an app. Parents feel welcomed and involved in their child's learning. They speak highly about how their children are very well prepared for starting school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of what to do if they have concerns regarding a child's well-being. They attend regular training to ensure their safeguarding knowledge is kept up to date. Important safeguarding information is clearly displayed in the pre-school for staff to access if necessary. The manager has a good understanding of safeguarding procedures and knows where to go for further support, if necessary. Leaders use effective systems to recruit staff and to ensure their ongoing suitability. Staff are vigilant about the security of the setting and are deployed effectively to help keep children safe.

What does the setting need to do to improve?

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

- give children opportunities to extend their thinking as they engage in play so

that their quality of education is improved

- enable new staff to develop their understanding of children's prior learning, to ensure their progress is consistently supported.

Setting details

Unique reference number	118110
Local authority	Ealing
Inspection number	10280163
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	3 to 4
Total number of places	52
Number of children on roll	33
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	020 8566 1546
Date of previous inspection	11 August 2017

Information about this early years setting

Treetops 2A The Grove registered in 1994 and operates from a scout hut in the London Borough of Ealing. It offers its service from 8am to 6pm, Monday to Friday, excluding bank holidays. The nursery employs six members of staff. Of these, three hold a relevant early years qualification at level 3 and one has a qualification at level 2. The nursery is in receipt of funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Mrig Divecha-Talker

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 manager and the inspector completed a learning walk and discussed how the curriculum is organised and planned.
- The manager completed a joint observation with the inspector to evaluate the quality of education.
- The inspector reviewed a sample of relevant documents, including staff suitability checks, procedures and other records regarding health and safety.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- Parents, children and staff spoke to the inspector at convenient times during the inspection, and their views were taken into account.

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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