

Inspection of Treetops Teddington

52 Church Road, TEDDINGTON, Middlesex TW11 8PB

Inspection date: 22 June 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 at nursery and eager to start their day. They easily separate from parents to greet familiar staff and friends. During free play, children select what they would like to do. Staff follow children's lead, for example, by reading a favourite story or by giving support or guidance during a small-group activity.

Children confidently approach new adults, and pre-school children ask what they are doing in their nursery. Some watch fascinated as letters and words are typed. Others make requests to have their name or what they are saying put into written form. Experiences are linked by children explaining that their parent write lists for shopping or use a computer for work. Babies and younger children approach staff for comfort and reassurance. Staff cuddle them and urge them to try things for themselves. For example, staff sing to encourage new walkers to build their confidence by taking more steps. Staff and children clap and smile in response to their success.

Older children follow hygiene routines by lining up to wash their hands in preparation for snacks and meals. In groups, children take turns to speak by putting up their hand or waiting for their friends to finish before they start to share their thoughts and ideas. Children's behaviour is good.

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

- Children who are settling into the provision are effectively supported. Parents complete forms and share care information during settling-in visits. Practice to support individual needs is well established. Room leaders act as link workers until key workers are allocated, which is decided by who each child and their family naturally bond with. Leaders use this system to strengthen the developing relationship between parents and setting.
- Children make good progress from their starting points. Babies learn to socialise with others. Children learn to listen attentively and respond carefully to instructions. Older children can count objects, say number names in order, and recognise numerals. They know some letters and sounds and are learning to write their names. Children receive praise from staff, which helps them to develop their self-esteem. Older children are well prepared for the next stage in their learning.
- Staff support children's communication skills well. For example, they read books and introduce simple words using repetition to ensure that young children remember them. Older children eagerly take part in story times and enjoy using puppets. Children who speak English as an additional language regularly hear their home language. Staff ask for and use key words and phrases. Staff who share home languages with children record simple messages that are used to

support play and learning across the setting. However, on occasions, some staff ask questions to test knowledge rather than extend dialogue.

- Staff and leaders have high expectations for every child and work closely together to meet the individual needs of children. Ongoing assessment ensures that children with special educational needs and/or disabilities are identified early. Parental consent enables prompt referrals to be made to external professionals for additional support. The setting has strategies to use until they can partnership work with parents and outside professionals. Therapeutic programmes are incorporated into children's daily care plans to ensure that they have the support needed to make the best possible progress.
- Parents universally say that their children settle quickly and make progress, and praise staff for their care and kindness. An online application, daily handovers, and regular parents' evenings ensure that parents feel fully included. Social activities, such as a summer fete, promote a sense of community. Families respond by using the setting for all the children in their family.
- Following the COVID-19 pandemic, leaders and managers have been very creative to ensure that recruitment campaigns have positive results. Robust screening ensures the suitability of new staff. Established practitioners are offered further professional training, and recognition of their service and personal well-being, to maintain staff's high morale. However, the deployment of staff is not always sequenced and well thought out to ensure that care is consistent throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

The staff team has recently completed refresher safeguarding training. All staff can confidently answer a range of questions relating to issues that may well impact on children in their care and their families. All staff know where to find information if they are concerned and how to access the single point of access within the local authority. Staff complete daily health and safety checks. Leaders and managers describe how practice is adapted following the completion of a risk assessment to eliminate potential risk to children. Parents enter the building through an electronic gate system that is operated from inside the building. Children are signed in and out of each room and head counts are taken regularly as children move around the setting or go from being inside to the garden area.

What does the setting need to do to improve?

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

- develop arrangements for staff deployment to minimise disruption to children's care and play
- improve staff teaching to include the use of questions to support children's

thinking and develop back-and-forth conversations.

Setting details

Unique reference number	EY404025
Local authority	Richmond Upon Thames
Inspection number	10298127
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	68
Number of children on roll	77
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	02089770202
Date of previous inspection	18 October 2018

Information about this early years setting

Treetops Teddington is one of a chain of nurseries run by Busy Bees. It registered in 2009. It is situated in Teddington, in the London Borough of Richmond. The nursery is open each weekday from 7.30am to 6.30pm, all year round. There are 14 members of staff, seven of whom hold appropriate early years qualifications from level 2 to level 5. The setting is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Bernie Dunne

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 had a tour of the premises to complete a learning walk.
- A joint observation of practice was completed with the manager.
- Documentation, such as evidence of the suitability of staff working in the nursery, was seen by the inspector.
- The inspector spoke to parents to seek their views of the setting.
- At appropriate times, staff in the setting met with the inspector.

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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