

# Inspection of Treetops Brookbank

239 Mottram Road, Hyde, Cheshire SK14 2PE

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Inspection date: 12 June 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Outstanding

## What is it like to attend this early years setting?

### The provision is inadequate

Leaders fail to ensure all staff receive effective supervision that provides them with the support, coaching and training needed to help them keep children safe. As a result, policies and procedures that are intended to promote children's safety are not always well understood and implemented. For example, leaders fail to ensure that staff have good knowledge and understanding of risk assessment to inform their practice. This means that staff do not consider all risks to children when planning activities or the resources provided. This exposes children to risk of choking or ingesting harmful substances.

Leaders and staff create a welcoming environment that is rich and engaging. Staff use children's interests that connect their learning. For example, after toddlers have enjoyed a book about the farm, staff provide them with oats and cocoa to mix with water. They make mud for the toy pigs to play in. Staff skilfully consider what children need to learn next as they introduce new words. This supports children's early talking. Older children scoop oats up with their hands to put into a bowl. They chat to themselves as they mix with a spoon. They develop their imaginative play and learn about simple mathematical concepts.

Staff have high expectations for children's behaviour. They create a calm, activity-rich environment where children are continually engaged in positive ways. Children follow adult instructions and understand the rules. They line up and wait sensibly to go upstairs in an orderly manner.

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

- Leaders' self-evaluation is not consistent. While there is a good oversight of the quality of teaching and learning, this does not extend to other areas of practice that are fundamental for the safe and efficient running of the setting. Leaders have not ensured that staff are supported to understand expected procedures, through effective supervision, so that they can fulfil their roles effectively. Consequently, there are occasions where practice does not support children's safety.
- Leaders do not ensure risk assessments are implemented effectively to keep children safe. As a result, staff do not always consider the individual risks associated with activities and fail to take measures to ensure resources are safe. For example, children who like to mouth objects within their sensory play are offered flowers to play with as part of a sensory activity. Children proceed to chew and suck the flower stems. This poses a risk to children, as staff have not first ensured that the flowers are safe to be played with in this way.
- Following a recent incident where a child became unwell while in the setting, leaders failed to ensure staff responded appropriately in seeking medical

attention. Leaders have since reviewed, updated and re-trained staff in several policies. This includes the procedures for responding to children who are ill. The provider notified Ofsted of the incident, meaning that the provider met their legal responsibility as set out in the 'Statutory framework for the early years foundation stage'.

- A key focus for the nursery is to offer children exciting new experiences. As a result, children access a rich curriculum that is sequenced to prepare them for the next stage in their learning. Staff are enthusiastic and highly motivated. They skilfully follow the children's lead within play. Staff offer high-quality interactions and consider each individual child within activities. This supports all children to build on what they already know and can do within their play.
- Children's progress is closely monitored by their key person who understands their identified next steps in learning. Regular assessments, including the progress check for children between the ages of two and three years, are completed to consider children's progress over time. Any gaps in learning are identified and interventions are quickly put in place. Children make good progress.
- Children develop the kinds of behaviour and attitudes associated with effective learning. Babies explore the environment and build confidence as they develop their physical skills. They feel safe and secure. Older children are eager to join in with activities. They are given a voice and take turns to be on the pre-school council. Children share ideas on what they would like to have in their room. Staff value children's opinions, which creates a culture of mutual respect.
- Staff prioritise children's independence. For example, they encourage children to serve their own lunch, pour drinks and use cutlery. They teach children how to use the toilet and to wash their own hands. Children are learning important life skills that set them up for future learning.
- Children with special educational needs and/or disabilities (SEND) are well supported with regards to their educational needs. Close partnership working with health visitors and other professionals supports a well-informed assessment of children's learning needs. For example, additional funding is used effectively to support children. All children make the progress they are capable of.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure staff are supported to understand and implement policies and procedures in order to keep children safe. As a result, staff fail to assess adequately the risks associated with some activities offered to children. This exposes children to potentially hazardous resources. Following a review of a significant incident at the setting, first-aid trained staff now demonstrate a secure understanding of the action to take if a child was choking or in the event of a medical emergency. Staff know and understand the signs and symptoms of abuse and the action to take if they have concerns about a child. Staff speak confidently about the action to take if they have concerns about the behaviour of a member of staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure risk assessments are used effectively to inform staff practice to keep children safe at all times	17/07/2023
put appropriate arrangements in place for the supervision of staff that provide effective support, coaching and training and promote the interests of children.	17/07/2023

## Setting details

<b>Unique reference number</b>	EY268852
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10280836
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	0161 3661645
<b>Date of previous inspection</b>	31 August 2017

## Information about this early years setting

Treetops Brookbank registered in 2003. It is one of a chain of nurseries run by Busy Bees Nurseries Limited. The nursery employs 24 members of childcare staff. Of these, two members of staff are qualified at level 6, eight members of staff hold early years qualifications at level 3 and four members of staff hold a qualification at level 2. The nursery opens from Monday to Friday all year round, with the exception of bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Burgeen

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 joint observations of a group activity with the manager.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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