

Inspection of Treetops Kilburn

2 Victoria Road, Kilburn, London NW6 6QG

Inspection date: 19 July 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 and excited to see their friends. They greet each other enthusiastically with a big hug at the door. Babies settle in quickly and have strong attachments with kind and gentle staff. This demonstrates that children feel safe and secure. Staff know children's needs well and have worked hard to help them learn to share and take turns. Interesting activities are planned to support this. For example, children in pre-school show excitement as they take turns to feed their fish to the greedy shark.

Staff offer lots of praise for children's efforts and acknowledge their achievements, supporting their confidence and self-esteem. Children behave well and enjoy trying out new things for themselves. For example, children learn about different consistencies when they make their own play dough and mix flour with water. Plenty of opportunities are provided to support children's independence. For example, toddlers are supported as they put on their coats for outdoor play, while older children self-serve their lunchtime meal. These help children to be well prepared for school. Children enjoy being active as they jump and catch bubbles and instigate imaginative chasing games, strengthening their physical skills.

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

- Partnerships with parents are strong, and parents speak positively of the nursery team. They feel that their children are well cared for, and they have seen lots of progress in their children. Information is shared through daily updates, monthly newsletters and parents' meetings. This helps parents to know what their children need to learn next. The management team has a clear vision for the setting and is passionate in wanting to give children the best start in life and achieve the very best. Recently, managers introduced a parent representative role to encourage parents to share ideas for further improvement and strengthen communication.
- Staff plan for each child's individual stage of development and reflect on their interests in the fun activities they offer. This enables children to rapidly develop new skills and knowledge. The manager works hard to support her staff team. She spends time overseeing and observing staff practice and knows what needs improving. As a result, the quality of teaching is generally good.
- Staff appropriately adapt interactions to support children who speak English as an additional language. Single words and picture symbols are used to help build children's understanding. The use of words gathered from the children's families support children to hear their home language at the setting and to make connections with what they know. This helps to develop children's confidence in speaking English.
- Children with special educational needs and/or disabilities are well supported.

Staff are skilled in identifying children's additional needs early. They work effectively with a range of professionals and use a range of strategies to ensure the children have the best possible outcomes.

- Children learn about different traditions and celebrations beyond their own. For instance, they were interested in learning about fasting and made a curry when celebrating Ramadan.
- Children's communication and language skills are supported well. They sing songs and learn new words while they play. For example, as babies explore sand in the garden, staff name the animals and sing 'three little ducks'. Staff use questioning to support older children's language and understanding. However, on occasion, questioning and activities are very directed, resulting in children being unable to test out their own ideas and solve problems.
- Staff attend regular and valuable training. They have made good use of recent training to learn about the different ways they can support children to learn. As a result, children are excited to learn new skills and enjoy different learning experiences.
- Staff support children to develop healthy lifestyles. Mealtimes are sociable, and all children sit together with staff to enjoy healthy and nutritious meals and snacks. Children regularly wash their hands and learn about good hygiene practices. They confidently collect their own drinking cups when they become thirsty during the day.
- Staff have created a calm and cosy area, where children can relax in a comfortable, covered space while resting and looking at books. Sensory resources are provided throughout the setting. For example, children enjoy exploring and squeezing oats. This helps children to strengthen their fine motor skills and learn about different textures.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are of the utmost importance at the nursery. The manager and the staff team have a good knowledge of child protection issues and are fully aware of their responsibilities to keep children safe. Staff are confident in knowing the procedures to follow to raise a concern about a child or a member of staff. The manager has attended appropriate training as the designated safeguarding lead and is confident in reporting abuse. She is first-aid trained and is aware of keeping children safe online.

What does the setting need to do to improve?

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

- review staff interactions with children to support children to test out their own ideas and solve problems.

Setting details

Unique reference number	137799
Local authority	Brent
Inspection number	10301134
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	70
Number of children on roll	67
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	020 7328 8791
Date of previous inspection	15 January 2018

Information about this early years setting

Treetops Kilburn registered in 1999. The nursery is open Monday to Friday, from 8am to 6pm, all year round. There are 26 members of staff. Of these, 16 hold relevant early years qualifications from level 2 to level 5. The nursery receives funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Emma Mizzi

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- A joint observation of the quality of teaching was conducted and evaluated by the manager and the inspector.
- The inspector observed children playing and learning and talked to children and staff.
- The inspector spoke to a sample of parents to gain their views of the setting.
- The inspector completed a learning walk with the manager to discuss how the provision is organised.

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