

# Inspection of Treetops Brookbank

239 Mottram Road, Hyde, Cheshire SK14 2PE

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Inspection date: 13 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

The quality of care provided has improved. Managers have taken action since the last inspection to ensure children are safe when playing and learning. Staff are caring towards the children. They offer kind and sensitive interactions that help each child feel safe and secure. Children quickly develop positive attachments to the adults who look after them. They demonstrate their trust in staff by seeking reassurance, such as cuddles, when needed. Children are happy and gain the confidence to explore the well-planned environment and exciting learning opportunities presented to them.

The manager has devised the curriculum to support children to develop the skills, knowledge and behaviours they need to do well in the future. The manager has considered the needs of the children who attend. As such, the curriculum aims to develop children's language and promote their personal, social and emotional development. The manager has successfully shared her aims with staff, who plan learning experiences that take account of children's stage of development and interests.

Staff have high expectations for children's behaviour. Staff create a sense of belonging by involving all children in the shared organisational tasks of the nursery. For instance, children help to prepare the dining room for lunch. They take pride in arranging the correct number of chairs and filling jugs with water. Children learn to be cooperative with and helpful to one another.

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

- Staff now undertake effective risk assessments. The manager has introduced the 'supervision spot' for any activity that requires continuous adult oversight. Additionally, staff now support children to learn to keep themselves safe. For example, children proudly tell the inspector that they tidy away their toys so that they do not trip. Children are helped to stay safe.
- Staff are good role models for positive behaviour. They implement strategies, such as the 'star jar' and 'dinner winners', to foster children's development of positive behaviour. Children readily demonstrate the helpful behaviour they have learned. For example, children instinctively pour drinks for one another. They smile widely when thanked and praised for their kind actions by others.
- The manager provides staff with support and supervision. Staff now confidently understand the setting's procedures to protect children and provide a safe environment. However, they do not receive as much guidance to help them develop children's learning. Occasionally, older children are not supported to make the rapid progress towards the skills and knowledge they need for their next stage of education.

- Support for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Staff undertake regular checks on children's development. This means they identify additional needs and disabilities quickly. Staff provide individualised care that reflects each child's needs and ensures an inclusive approach. Managers work effectively with other professionals to provide children with the support they require for them to make good progress.
- Staff model language effectively. They sing rhymes and talk frequently during interactions with babies. This helps babies to find their voices and encourages babbling. Toddlers learn single words, such as 'train', as they play alongside chatty adults. Staff share books often and talk about the world around them with the oldest children, who ably answer questions in full sentences. These strategies enable children to develop appropriate language skills.
- Staff understand the need to support children's physical development. Staff provide opportunities for children to develop their gross motor skills. For example, staff encourage children to use balancing beams, see-saws and tricycles. Despite this, there are gaps for older children who have less opportunity to master their fine motor skills, such as using a knife and fork. This means children are not as well prepared, specifically in the use of tools, for their future education.
- Partnerships with parents are good. Staff obtain information about children when they start. They work closely with parents, sharing regular information about each child's development and needs. Staff provide ideas and resources, such as a lending library and activity packs, to help parents continue to support their child's development at home. Parents report that they are very satisfied with the service they receive.
- Children learn to make healthy lifestyle choices. The manager promotes good oral health by providing care packs and information about dental care. Staff encourage children to eat a nutritionally balanced diet. Staff understand the importance of sleep and rest for healthy development. This helps to foster children's continued good health.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their roles and responsibilities to keep children safe. The provider ensures that all staff undertake regular training in safeguarding children. This helps staff to identify the signs and symptoms that may mean a child is at risk of abuse or neglect and to understand the appropriate action to take. Staff demonstrate an understanding of safer sleep principles. For example, staff remove all garments that could pose a strangulation risk and frequently check sleeping children. Staff understand and manage allergy and dietary requirements appropriately, ensuring that children only consume what is safe for them to do so.

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

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

- enhance the curriculum for physical development further to help older children develop the fine motor skills they need for their ongoing and future education
- develop effective feedback to enable staff to identify how they can improve children's learning further.

## Setting details

<b>Unique reference number</b>	EY268852
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10303814
<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>	12 June 2023

## Information about this early years setting

Treetops Brookbank registered in 2003 and is located in Hyde. It is one of a chain of nurseries run by Busy Bees Nurseries Limited. The nursery employs 19 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 three 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 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lois Hulley

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector spoke to children, to find out about their time at the setting.
- 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 carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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