

# Inspection of Treetops Kindergarden

53 Stafford Road, Cannock, Staffordshire WS11 4AF

---

Inspection date: 29 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### The provision is good

Staff warmly greet children and parents. Children separate well from their parents, and staff talk to them about what they have planned for the day. Staff build close relationships with children who benefit from gradual settling-in sessions. Staff spend time talking to parents about their child's likes and dislikes and use this information to plan for children's needs from the start. They implement an interesting curriculum which takes account of children's individual learning needs. As a result, children are eager to become involved in activities. For example, younger children thoroughly enjoy using various brushes to paint stars. They take time to paint their hands and pat them all over the stars and show pride in what they have done. Older children take care to measure out the ingredients when making play dough, mixing flour, water, salt and oil together. Staff encourage children to think about what will happen when they want to add more water to their mixture in an already full bowl. They support children to consider what they need to add, to stop the play dough feeling sticky.

Staff recognise and praise children's good behaviour. This builds their confidence and self-esteem. Clear and consistent routines throughout the day help children to feel safe and secure. Staff support children's developing independence. Children put their coats on for outdoor play with support if needed. Children follow good hygiene routines. They understand the importance of washing their hands throughout the day. Staff support children as they learn to wipe their noses.

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

- Management within the nursery is strong and there is a clear commitment to continually develop the service provided. Ongoing monitoring of staff's practice enables training opportunities to be clearly identified. Staff's well-being is given priority and they say that they feel valued and supported.
- Partnerships with parents and carers are good. Parents welcome the effective communication between home and nursery. They enjoy hearing about their child's day and the activities they have enjoyed. Parents particularly enjoy planned parent days that take place with staff at the weekends. These include a variety of activities, such as visiting the 'Gruffalo Trail.' Staff share children's progress with their parents and include ideas for continuing their child's learning at home.
- The manager and staff respond swiftly where they identify gaps in children's learning. They work closely with parents and other agencies to ensure that children get the support they need. This enables children to make the best progress from their individual starting points.
- On the whole, staff support children's language and communication skills well. Staff listen and respond to babies' babbles. They use lots of repetition of words

and encourage them to repeat them. Staff generally model language, ask questions and introduce new words to increase children's vocabulary. However, at times, staff use language such as 'doggie' and 'choo choo train' which impacts on children's emerging vocabulary.

- Staff interact well with children. Cuddles and affection are readily given and received. Younger children enjoy using shape sorters, bouncing sensory balls in their hands and moving various trains around a track. However, sometimes the organisation of the day can lead to children losing focus. For example, during story time, children become disinterested and begin to climb on furniture, and the environment becomes chaotic. There are times when children wait a long time for all children to get their coats and boots on before going outside to play.
- Children benefit from plenty of fresh air and exercise outside each day. Children confidently use balance bicycles and move in and out of objects and obstacles in the garden. They use climbing apparatus with ease and enjoy crawling through tunnels.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- consider how daily routines impact on children's learning and play
- ensure that children hear the correct pronunciation of words to support their ongoing language development
- provide children with the correct cutlery to support their independence during mealtimes.

## Setting details

<b>Unique reference number</b>	2568268
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10332726
<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>	100
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Treetops Kindergarden Ltd
<b>Registered person unique reference number</b>	2568267
<b>Telephone number</b>	01543 728 427
<b>Date of previous inspection</b>	1 August 2022

## Information about this early years setting

Treetops Kindergarden registered in 2020 and is situated in Cannock, Staffordshire. The nursery employs 19 members of childcare staff, 15 of whom hold appropriate early years qualifications at levels 2 and 3. It opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracey Boland

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024