

Inspection of Treetops Prestbury Road

213 Prestbury Road, Cheltenham, Gloucestershire GL52 3ES

Inspection date: 1 October 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff are kind and caring. They greet children happily when they arrive. Children explore their playroom with confidence. Staff create exciting activities centred around the children's interests. For example, pre-school children excitedly stomp toy dinosaurs in paint and make marks in the sensory tray with their friends. Children behave well. Toddlers sit with their friends and listen when staff read them a story, and they excitedly copy actions to songs. Older children speak to their friends respectfully and seek them out to play with.

The provider has identified that staff need support and training to successfully fulfil their roles. While they have begun to put strategies in place, there has not yet been enough time for this to have the desired impact. The effectiveness of the curriculum is not yet consistent across all ages. Some staff do not know children well enough to enable them to deliver a curriculum which meets all children's needs. For example, pre-school children develop their small hand muscles as they attempt to independently thread beads onto a lace. While some children engage with purpose, others do not. Furthermore, staff talk to young babies at mealtimes about where fruits come from, which is beyond their level of development and does not promote their learning.

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

- The provider is working closely with the staff team to implement strategies to help staff to improve their practice and curriculum delivery. Staff share that they have previously received little support from the provider, but this is beginning to change. The provider is focusing on rebuilding staff confidence and supporting their training needs. For example, the provider is now on site daily to support staff well-being, model good practice and work with staff to construct and deliver a meaningful curriculum for all children. Staff who work with children under the age of two have been enrolled on specific training to enhance their practice with the youngest children.
- The key-person system is not effective in meeting all children's needs. Many children do not have a key person, which has a negative impact on their well-being and the support they receive. Some children's needs are not fully met because staff do not know them well enough. For example, when babies become unsettled, staff give cuddles to comfort them but are unsure of their routines and what they need. In the pre-school room when children need reassurance, they are unsure who to seek for support. When staff notice, they offer help to children, are kind, attentive and work with children to resolve their problems.
- Staff are not always clear about how to deliver the curriculum to build on what children already know and can do. For example, staff plan an autumn activity for children to develop their creativity and communication skills. They introduce new

vocabulary, such as 'leaf' and 'pine cones', but do not encourage children to share their thoughts or ideas or interact with children in a way that encourages two-way conversation. As a result, children repetitively spread glue for extended periods with little purpose.

- Staff promote children's independence and physical development. They engage babies and toddlers in music and movement activities at group times. Older children practise smaller physical movements when they complete puzzles and use pencils to make marks on paper. At mealtimes, staff support toddlers to wipe their own hands and give them praise and encouragement when they learn to feed themselves using cutlery. Older children make choices in their play and are confident in meeting their own personal care needs.
- Children build relationships with their peers and enjoy playing together. For example, children giggle with excitement as staff sing 'Sleeping Bunnies', and they lie on the floor pretending to sleep. Toddlers begin to learn to share when staff encourage them to roll a ball back and forth to each other. Older children work together to assemble train tracks, taking turns using the track. This helps to develop children's social skills and their ability to get along with others.

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 meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
support staff to improve the planning and delivery of the curriculum to ensure that it meets the needs of all children and is suitably challenging	13/11/2024
ensure that each child is assigned a key person to support children's emotional well-being and to enable staff to build relationships with parents to help them to meet children's individual needs	16/10/2024

<p>continue to build on the arrangements for the supervision, monitoring and training of staff to provide staff with the knowledge and skills they need to successfully fulfil their roles.</p>	<p>13/11/2024</p>
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Setting details

Unique reference number	EY453591
Local authority	Gloucestershire
Inspection number	10366418
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	82
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01242578908
Date of previous inspection	10 September 2021

Information about this early years setting

Treetops Prestbury Road registered in 2012. It operates in the Prestbury area of Cheltenham, Gloucestershire. The nursery is open from 7.30am to 6pm each weekday, all year round, except for bank holidays. There are 19 staff working with the children. Of these, two hold qualified teacher status, eight hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2. Nine staff are unqualified. The nursery offers government funded places.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider and the inspector carried out a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the provider.
- The inspector spoke to 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.

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