

Inspection of Treetops Prestbury Road

213 Prestbury Road, Cheltenham, Gloucestershire GL52 3ES

Inspection date: 4 March 2025

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The well-designed curriculum entices children to learn and be involved in new experiences. Children throughout the nursery enjoy stories, rhymes and songs to help them gain good communication and language skills. Older children participate well, choosing familiar songs, and are intrigued by the sound of the ukulele. Some children express themselves through dance. Later, children lead their learning, choosing the musical instruments to explore and create their own music. Staff engage well, demonstrating different ways to play the instruments and helping children explore sound. Toddlers thoroughly enjoy re-enacting a favourite story, 'We're Going on a Bear Hunt', in the garden, squealing with delight as they remember the sequence of events. Young babies smile happily as they hear familiar songs. They watch staff intently and follow the movements. Some babies confidently point to different parts of their body, such as their head, when asked, and receive praise, which builds high levels of self-esteem.

Children engage well in turn-taking games, showing respect for each other. Older children negotiate who will throw the dice first and cooperate well as they play a game, counting the spaces accurately. Toddlers thoroughly enjoy a game of skittles, taking turns to throw the ball and retrieve the knocked down skittles. They listen well to instruction.

The youngest children in the nursery happily explore their environment and make discoveries. For example, they keenly stack bowls together and pull them apart, repeating the action as staff provide commentary to their actions. Older babies love the sensory play as they make dough together. They help to pour the ingredients and mix them together, building their hand and arm muscle strength in readiness for early writing. Staff narrate to help children hear new language. Children have fun using the different range of tools, such as rolling pins, and make observations of the different marks they have made.

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

- Leaders and managers support staff well to develop their professional skills, together and individually. Staff receive regular supervision meetings to discuss their key children, safeguarding concerns and any training needs. This has ensured good progress since the previous inspection. For example, there is more consistency in the quality of interactions and better understanding of the curriculum intent. Leaders and managers recognise there are still areas for improvement, especially with supporting less confident staff who are working with the younger children to embed the training they have received.
- The curriculum provides a broad range of experiences, building on what children already know and can do. Older children play imaginatively as they create in the

sand, extending their ideas. Children scoop and pour the sand, using tools well to create 'strawberry shortbread'. Staff question children well and encourage them to extend their play independently, overall. Children refer to the recipe book and begin to use mathematical language, for example, discussing how long the cakes will take to cook and counting competently. On occasion, quieter and less confident children do not receive the support from staff they need to have their ideas heard and to be encouraged to play alongside their friends.

- Staff show good knowledge of the children in their care and adapt activities well to build on children's knowledge and current interests. For example, staff use young children's interests in stories and dinosaurs to introduce new vocabulary, such as 'stomp', 'squelch' and 'splodge' as they explore the mud. Staff use opportunities that arise to support children further, for example, to talk about living things when children find a snail in the mud.
- Staff do not always organise mealtimes as well as they could to ensure children remain engaged in their learning and that their behaviour does not deteriorate. For example, as staff working with the youngest children prepare for snack and change nappies, they leave babies unoccupied without meaningful staff interactions or play equipment. Pre-school children wait a while for their food to arrive and to be served at lunchtime. For a few children, this means their behaviour deteriorates and they start flicking and spinning the cutlery, which is not addressed by staff.
- Children gain good independence. For example, toddlers pour their own drinks at mealtimes and receive encouragement to feed themselves using age-appropriate cutlery. Older children show confidence as they serve themselves melon using tongs and hear about hygienic practice that keeps them safe and healthy, such as not eating food that has fallen on the floor.
- Staff work closely with parents to meet children's individual care needs successfully. Staff soothe young children to sleep. Those that arrive upset receive cuddles and reassurance, helping them to feel safe. Staff quickly get to know children and use their interests in books to distract and engage them in nursery life. Parents are well informed about daily routines, changes to the key-person system and their children's learning.

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:

- review the organisation of mealtimes to enable staff to engage with children so

that they remain focused and engaged in their learning

- embed training, support and guidance, particularly with staff working with the youngest children to help them confidently fulfil their roles
- encourage quieter and less confident children to engage fully in small-group activities and to express their ideas.

Setting details

Unique reference number	EY453591
Local authority	Gloucestershire
Inspection number	10391113
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	86
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01242578908
Date of previous inspection	1 October 2024

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 23 staff working directly with the children. Of these, four hold level 6 early years qualifications, 10 hold level 3 qualifications and one holds an appropriate childcare qualification at level 2. The nursery offers government funded places.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The centre managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with staff, parents and children during the inspection.
- The centre manager conducted a joint observation with the inspector in the pre-school room.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector spoke with the centre managers and support managers about the leadership and management of the setting.
- The inspector looked at and discussed 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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