

# Inspection of Treetops Gloucester

10 Denmark Road, Gloucester GL1 3HW

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Inspection date:

25 September 2025

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous  
inspection

Inadequate

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

### The provision is good

Leaders and management have made significant improvements since the previous inspection to meet the welfare requirements. The increased and improved professional development opportunities for staff have had a positive impact on the nursery's improvements, including managing risk to keep children safe and strengthening children's learning and development. New systems and resources help to create a good environment for all children.

Staff are nurturing. They warmly welcome children when they arrive at this vibrant and friendly nursery. They greet children eagerly and are reassuring and attentive to children's needs. Staff know that children learn best when they feel safe and secure. They spend time getting to know children and develop positive relationships with them. Staff create a caring and fostering environment in which children can grow and develop well.

Staff provide children with an ambitious curriculum that builds on what they already know and can do. It is carefully adapted to meet children's varying ages and stages of development. For example, babies babble with delight as they explore sand. They use their senses to touch, squeeze and sprinkle sand in their hands. Toddlers show a keen interest in dinosaurs. They talk about their different names, colours and sizes. Older children enjoy learning through trial and error. They show great perseverance when creating a wooden train track and village, for example. Purposeful activities such as these, along with effective support from staff, means that children are curious, motivated to learn and make good progress across the curriculum areas. They develop the skills needed for their next stage of learning.

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

- The newly appointed manager, along with the leadership team, have a clear vision of how to implement changes for continuous improvement. This continues to have a positive impact. All staff receive ongoing supervisions and regular feedback on how to improve their teaching practice. Staff understand their roles and responsibilities. Leaders carefully monitor staff's well-being and deployment. They carry out regular risk assessments and monitor hygiene practices to ensure welfare requirements are consistently met. Leaders work closely with staff and parents to gain their views on any changes. This helps them to evaluate the quality of provision and make further improvements.
- Parents speak highly of the significant improvements made by nursery staff and the service they provide. They describe the staff as kind and caring and say that communication is effective. Parents are updated on their child's development and included in their learning. Staff share children's next steps in learning and

ideas to continue learning at home. For example, parents share the song, story and word of the week. They say that their children are making good progress.

- Staff are committed to their own professional development. This is influencing their practice and having a positive impact on children's learning. For example, they recently took part in 'baby specific' training and are using this knowledge to support babies more effectively, such as limiting the use of dummies.
- Staff focus on children's personal, social and emotional development from the start. An effective key-person system ensures that children settle quickly and build strong attachments. This helps children to feel safe and secure.
- Generally, staff develop children's communication and language skills well. They engage with children during play, explaining how things work and introducing new vocabulary. They ask children lots of questions aimed at developing their thinking skills and to check their understanding. However, on occasion, staff do not allow enough time for children to think and to respond before asking another question. Also, staff do not consistently correct children when they mispronounce words. This limits children's ability to make the best possible progress in developing their communication and language skills.
- Children develop a love of books and stories. Staff enthusiastically read to children, talk about the pictures and check children's understanding. Toddlers independently bring books to staff to read and look at books with friends.
- Overall, children develop positive attitudes to learning and behave well. When needed, children are given gentle reminders and learn to take turns and share. Staff respond quickly, clearly and sensitively to any disputes. This prevents any potential conflicts from escalating and keeps children safe. Children develop a good awareness of what is expected of them. However, staff do not consistently provide older children with the support they need to learn how to manage and regulate their own emotions or to express themselves in a positive way.

## 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:**

- ensure staff provide children with the time they need to think and to respond to questions and consistently correct children when they mispronounce words to help children make the best possible progress in developing their communication and language skills
- provide older children with the support they need to learn how to manage and regulate their own emotions and to express themselves in a positive way.

## Setting details

|                                                    |                                                     |
|----------------------------------------------------|-----------------------------------------------------|
| <b>Unique reference number</b>                     | EY406047                                            |
| <b>Local authority</b>                             | Gloucestershire                                     |
| <b>Inspection number</b>                           | 10412436                                            |
| <b>Type of provision</b>                           | Childcare on non-domestic premises                  |
| <b>Registers</b>                                   | Early Years Register, Compulsory 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>                      | 68                                                  |
| <b>Number of children on roll</b>                  | 64                                                  |
| <b>Name of registered person</b>                   | Busy Bees Nurseries Limited                         |
| <b>Registered person unique reference number</b>   | RP900821                                            |
| <b>Telephone number</b>                            | 01452 525 666                                       |
| <b>Date of previous inspection</b>                 | 10 June 2025                                        |

## Information about this early years setting

Treetops Gloucester registered in 2009 and operates in the city of Gloucester. The nursery offers care from Monday to Friday, 7.30am to 6pm, all year round, except for bank holidays. There are 20 members of staff who work with the children. Of these, one holds an appropriate childcare qualification at level 6, ten at level 3 and two at level 2. The nursery is in receipt of funding for the provision of free early education for children .

## Information about this inspection

### Inspectors

Tracey Cook  
Dominique Allotey

## Inspection activities

- The manager and an inspector conducted a learning walk together to discuss the intentions for children's learning.
- The manager and an inspector carried out a joint observation of an activity and discussed the impact that this was having on children's learning.
- Inspectors spoke to parents, read written reports and took account of their views.
- The inspectors held discussions with staff and leaders about safeguarding and how they evaluate their practice.
- The inspectors looked at relevant documents, including paediatric first-aid certificates, qualifications, complaints and suitability checks.
- The inspectors explored the previous welfare requirements and whether they had improved.
- The inspectors observed interactions between all children, both inside and outside in all rooms.

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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