

Inspection of Treetops Day Nursery

The Vic Forster Centre, Franklands Village, HAYWARDS HEATH, West Sussex RH16 3RS

Inspection date: 30 December 2019

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

Children happily arrive at the nursery and are warmly welcomed by the caring staff. New children are helped to feel settled and secure. Staff provide reassurance as necessary and ensure comforters are easily available. This helps to support children's emotional well-being. Children enjoy the interactive story sessions and eagerly jump up and down when they hear their favourite songs and nursery rhymes.

Since the last inspection, the provider and staff have reviewed resources and equipment to ensure that children are cared for in a safe environment. Children are inquisitive learners and behave well. For example, they happily play alongside each other as they release toy dinosaurs from a block of ice. The activity is successfully adapted to ensure all children participate. They concentrate for a long period of time and excitedly say, 'Look, I did it.'

The leadership team plans activities based on children's interests, such as imaginative play and sensory activities. Staff are aware of children's dietary needs. The provider is passionate about providing children with nutritious meals and good eating habits are encouraged. Staff help to ensure children's independence is promoted. For instance, children help themselves to the food provided and help to care for the environment, for example, by clearing their own plates.

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

- There have been significant improvements made since the last inspection. For example, the planning of activities has been reviewed with positive impact to children's overall learning. Staff now place a high focus on knowing children's interests and use these to help plan activities and organise the layout of the environment. For instance, children's curiosity in shops led staff to develop a specific area to help support their imagination.
- The actions set at the previous inspection have been successfully addressed. For example, the leadership team has strengthened the observations and assessments of children's progress. They now have a clearer understanding about the learning needs of different groups of children. For example, they provide challenge for the older and more-able children. However, at times, these children dominate the activities, which impacts on younger children's learning.
- The leadership team has worked closely with professionals from the local authority to evaluate and successfully improve the service provided. Staff have regular supervision meetings to discuss their well-being and their training needs. The leadership team acknowledges the need to develop staff's knowledge and skills even further in order to ensure children continually receive good-quality teaching.

- Staff are very attentive to children's needs and are well deployed. The deputy manager is a skilled practitioner. She is good role model for less-experienced staff and has successfully implemented improvements throughout the nursery. For instance, changes to health and hygiene routines, such as nappy changing procedures, have had a positive impact on children's welfare.
- Children are well behaved. Staff encourage them to make decisions during the day, such as choosing what activities to take part in. They happily play alongside each other and display good manners during mealtimes.
- The leadership team ensures that additional funding is effectively used to help children make progress. They are working with other professionals to help children with special educational needs and/or disabilities receive early support.
- Staff help children who are learning English as an additional language. They work closely with parents to gain information about what children know before they start at the nursery. Staff then use familiar words to help children make connections between their home language and English.
- Staff introduce mathematical language to children during purposeful games. For example, they introduce children to early addition and help them to count the pretend fish that they have caught.
- Staff use the local environment well. This helps children to develop an awareness of their community. For instance, they visit the nearby park to use large play equipment and they walk to the local shop to buy ingredients for baking.
- Parents are very complimentary about the staff and the care that they provide for their children. They say that the staff are very supportive and that they like the flexible service provided.

Safeguarding

The arrangements for safeguarding are effective.

The leadership team and staff have a secure knowledge and understanding of how to keep children safe. The provider ensures that staff attend regular training to help keep their knowledge up to date. Staff know what to do if they are concerned about children's welfare or the adults caring for them. The provider follows safe recruitment procedures, including an induction and ongoing meetings to ensure staff's continuous suitability. All staff take responsibility for risk assessments to ensure that potential risks are minimised. Children are helped to learn how to keep themselves safe during their play. For example, they know to give each other space when riding wheeled toys outdoors.

What does the setting need to do to improve?

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

- build on the strategies used to plan group activities so that younger children

have further opportunities to express their thoughts

- strengthen staff's teaching practice by giving staff more incisive feedback on how they can develop the quality of their teaching to an even higher level.

Setting details

Unique reference number	EY496762
Local authority	West Sussex
Inspection number	10099725
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	1 to 4
Total number of places	60
Number of children on roll	32
Name of registered person	Enzed Nurseries Limited
Registered person unique reference number	RP901354
Telephone number	01444 443414
Date of previous inspection	26 February 2019

Information about this early years setting

Treetops Day Nursery registered in 2016. It operates from a scout hall in Franklands Village, in Haywards Heath, West Sussex. The setting is open Monday to Friday from 7.30am to 6pm, all year round, except for bank holidays and at Christmas. There are five members of staff. The manager holds early years professional status. Four staff members hold appropriate early years qualifications at level 2 or 3. The setting receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Maura Pigram

Inspection activities

- The inspector completed a learning walk with the manager and the deputy manager. They explained to the inspector how different areas are used and how staff plan for children's learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A meeting was held with the leadership team. Discussions were held about the development of the nursery, including action plans completed and the impact on children.
- The manager and the inspector took part in a joint observation. They evaluated the quality of teaching and learning for the children.
- The views of children, parents and staff were obtained at appropriate times.
- The inspector sampled a range of documentation, including evidence of staff's suitability and training.

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2019