

Treetops Stotfold

The Grange, 70 High Street, Stotfold, Hitchin, Herts, SG5 4LD



Inspection date

3 May 2017

Previous inspection date

24 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children are happy, eager to learn and settle well. They access a range of exciting and well-planned activities which supports them to make good progress in their learning.
- The qualified staff team skilfully use their knowledge and experience to plan activities that motivate and engage children, building on their interests and ideas.
- Staff work closely with parents and other professionals to provide consistent and coordinated support for children's learning and development. Parents are positive about the care and learning their children receive and welcome the regular sharing of information. They use the learning bags to help extend their child's learning at home.
- Children form strong relationships with staff and build relationships with other children. They are keen to help each other and solve problems together.

It is not yet outstanding because:

- On occasion, adults do not extend and enhance children's learning. For example, when staff are acting as a buddy key person they are not fully informed about individual activities and lack the detail needed to develop children's knowledge.
- The systems designed to ensure that food served to children is suitable are not always maintained, such as records of food probe temperatures are not consistently documented.

What the setting needs to do to improve further

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

- regularly review records of daily food probe temperatures to make sure they are consistently maintained
- strengthen the buddy and support system for key persons by making sure that staff understand the detail of any focussed activity, enabling them to fully support and enhance children's learning experiences.

Inspection activities

- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector had a meeting with the manager. She reviewed a range of documentation including records of staff suitability, policies and procedures relating to child protection and records of children's assessments.

Inspector

Lorraine Meldrum Sunter

Inspection findings

Effectiveness of the leadership and management is good

Managers and staff have taken appropriate action to address weaknesses identified at the last inspection. Staff feel supported in their roles and welcome the 'open door' policy. This allows them to seek regular help and support about their work. Supervision and team meetings are used well to help staff improve their practice and identify professional development needs. Managers have a strong and accurate understanding of the achievements of different groups of children and can readily identify gaps in their learning. Safeguarding is effective. Staff have secure knowledge and understanding of the action to take if they have a concern about a child or the behaviour of another member of staff. Recruitment is thorough, ensuring staff are suitable to work with children. New staff complete a well-developed induction programme and further ongoing training to develop their skills.

Quality of teaching, learning and assessment is good

Managers monitor the quality of teaching and the checks staff make on children's progress. This ensures assessments are accurate, of high quality and meets the needs of the children. Adults talk with children and introduce new vocabulary alongside their planned Letters and Sounds work. Children listen and enjoy the dinosaur story, anticipating the next noise or movement to make. A variety of resources help children to explore their ideas and use their imagination. Children learn how to negotiate and work together in building a brick wall in their construction area. Staff identify the changing interests of children, using these to engage children in their learning.

Personal development, behaviour and welfare are good

Staff get to know children well when they start at nursery. They respond well to babies as they communicate through facial expressions. In sensory play babies use touch and feel as they explore different textures. Children are involved in decision making. For example, older children have monthly 'council' meetings to talk about the nursery and give their thoughts, views and ideas. Children behave well and have respect for others. They remind each other about the 'golden rules'. Staff plan activities to celebrate different festivals, reinforcing individual children's cultural backgrounds. Children benefit from nutritious meals and healthy eating. Regular opportunities to play outdoors help them to develop a sense of keeping safe and how to manage risks.

Outcomes for children are good

All children are developing their social skills and learning to become confident and independent. They learn to explore and make discoveries for themselves, for example releasing the butterflies they had cared for, observing them through the lifecycle changes. Short activities for younger children help them to sit, listen to sounds and excite them to move towards a different noise or sound. Children learn about their local community through outings to shops, the library and the park. Additional funding is used appropriately. For example, following a child's interests staff bought resources to help develop their mathematical skills. Children develop the key skills they need for the move to school.

Setting details

Unique reference number	EY387116
Local authority	Central Bedfordshire
Inspection number	1097511
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	64
Number of children on roll	94
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Date of previous inspection	24 October 2016
Telephone number	01462 734306

Treetops Stotfold was registered in 2008. The nursery employs 16 members of childcare staff. Of these, 11 hold qualifications at level 2 and above. The nursery opens Monday to Friday from 7am until 6pm, all year round. It provides funded early education for two-, three-, and four-year old children. The nursery supports children who speak English as an additional language.

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