

Treetops Biggleswade

The Saxon Centre, Kingsfield Road, Biggleswade, Bedfordshire, SG18 8AT



Inspection date	13 July 2017
Previous inspection date	28 February 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The progress made by babies is not as rapid as other children in the nursery. This is because staff in the baby room do not have the relevant qualifications and experience to fully support the learning of this age range.
- Not all staff have a secure understanding of their roles and responsibilities. Non-permanent staff do not have sufficient knowledge of the children to meet their learning and development needs.
- Staff do not maximise all activities that children are interested in to fully stretch and challenge children's learning.

It has the following strengths

- Staff use a variety of words to support children's emerging vocabulary during play. For example, while playing in the water tray they label equipment such as funnel. Older children learn the correct names of flowers.
- The nursery is bright and welcoming. Children have a variety of good quality resources to play with and explore.
- Staff help children to understand their feelings. Staff praise children which helps children to gain a sense of achievement. They clearly explain to children why certain behaviour is unacceptable. As a result, children are learning positive social skills.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure staff working with babies have suitable qualifications and experience of working with children under the age of two 	04/08/2017
<ul style="list-style-type: none"> ■ ensure all staff understand the roles and responsibilities to support children’s learning effectively 	18/08/2017
<ul style="list-style-type: none"> ■ make regular and precise assessments of baby’s development to effectively plan learning activities so they make good progress 	18/08/2017
<ul style="list-style-type: none"> ■ make sure staff respond to child-initiated activities to effectively challenge and stretch children’s thinking skills. 	18/08/2017

Inspection activities

- The inspectors observed general play and routines in the base rooms and outdoors of the nursery. They talked with the staff and children at appropriate times throughout the inspection.
- The lead inspector looked at evidence of the suitability of staff members, and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The lead inspector held joint discussions with the manager, area manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the provider’s self-evaluation on the day.

Inspectors

Elke Rockey / Ann Austen

Inspection findings

Effectiveness of the leadership and management requires improvement

Management deploy staff to care for children to ensure they are safe. However, this does not always mean children experience a consistently good level of education, particularly in the baby room. The new manager is working hard to build a positive atmosphere to ensure that non-permanent staff are as effective as the permanent staff. She recognises that the quality of teaching needs improving but has not been in post long enough to affect this change. The management team monitors practise of all staff, including the cook. The induction process for permanent staff is detailed. Safeguarding is effective. All staff complete regular training and understand their responsibilities to protect children's welfare. Staff have secure knowledge of the signs and symptoms of abuse. They also know how to raise a concern with the relevant agencies.

Quality of teaching, learning and assessment requires improvement

Staff working with older children complete regular, precise assessments and identify children's next steps in learning accurately. However, the staff in the baby room do not do this regularly enough to ensure they make good progress over time. Children learn about nature as they paint pictures of real flowers. They talk about where they grow and the insects that might eat them. Staff use mathematical language in a meaningful way. For example, when building with large bricks, they encourage children to consider how tall the building is. Babies listen to staff sing and join in simple actions. This helps their early communication skills. There is a two-way flow of information between staff and parents about their children's learning. For example, staff share the child's progress check between ages two and three with parents. Parents bring in photographs of what their children have been doing at home.

Personal development, behaviour and welfare require improvement

Non-permanent staff do not always know the children well and are unsure of the expectations in each room. This affects the children's development. The permanent staff in each room know how to meet children's needs. For example, babies seek comfort from familiar adults. Children are confident and articulate in expressing themselves. Staff inform parents about what their children have been doing each day. Children are learning about the importance of a healthy lifestyle. The cook provides fresh, nutritious meals and snacks. Children play outside daily in the fresh air, safely ride bikes and explore climbing frames and balance beams. This helps children to develop some of their physical skills.

Outcomes for children require improvement

Not all children across the nursery make good progress. That said, children are happy and actively explore what is on offer. Staff encourage them to look at books and practise writing on paper. Staff help children to take turns and share as they play. These basic skills help to prepare children for the next stage in their learning, including their eventual move on to school. Children who have special educational needs and/or disabilities make good progress for their expected abilities. Permanent staff follow guidance from specialist professionals to promote this group of children's development.

Setting details

Unique reference number	EY239643
Local authority	Central Bedfordshire
Inspection number	1096275
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 10
Total number of places	112
Number of children on roll	207
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Date of previous inspection	28 February 2017
Telephone number	01767 313139

Treetops Biggleswade was registered in 2002. The nursery employs 15 members of childcare staff. Of these, 9 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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