

Treetops West Ealing Day

Green Man Passage, Ealing, London W13 0TG



Inspection date	10 January 2019
Previous inspection date	31 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Leadership is strong. The senior management team supports the new manager effectively, which enables her to maintain the good standards of the nursery. This benefits children and their families well.
- The manager has a secure understanding of how children learn and develop. She supports staff to observe and monitor children's progress accurately, to help plan a wide variety of activities. This contributes to the good progress children make towards reaching the early learning goals.
- Staff find that they receive the right levels of coaching and training opportunities from the management team. This enables staff to deliver strong teaching practice.
- Staff follow effective settling-in procedures. For example, they use a gentle approach and speak in children's home languages to communicate with them. This reassures children successfully, particularly those who speak English as an additional language.
- Children of all ages and abilities enjoy playing outdoors, which supports their physical skills very well. They have lots of fun balancing, climbing the 'hill' and using a range of body movements.
- Occasionally, staff miss opportunities to allow children to extend their own thoughts and ideas, particularly during adult-led activities.
- Staff do not organise some parts of the daily routines, particularly between mealtimes and activities, as effectively as possible. As a result, some children become restless because they are not fully aware of what to do next.

What the setting needs to do to improve further

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

- support staff to recognise how they can make best use of opportunities to extend children's ideas and thoughts, particularly during adult-led activities
- review some parts of the daily routines, to fully support children's level of engagement and enjoyment.

Inspection activities

- The inspector had a tour of the premises, inside and outside of the nursery. She discussed the risk assessment procedures with the nursery manager.
- The inspector spoke with parents and read written feedback from them, to gain their views on the quality of the provision.
- The inspector observed children and staff during play. She completed two joint observations with the members of the management team and discussed children's learning with them.
- The inspector sampled documentation, including safeguarding policies, staff training and children's assessment records.
- The inspector held discussions with the members of the management team about recruitment procedures and the suitability of staff. She spoke with them about the self-evaluation process.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know how to identify and report any concerns about a child's welfare. They risk assess the premises thoroughly to help keep children safe. The manager follows rigorous recruitment procedures to assess staff's suitability to work with children. She offers staff a thorough induction and professional development programme to enhance their knowledge and skills. For example, following training, staff have raised their awareness of how to observe and plan various activities more effectively. The manager gains the views of others to help her evaluate the quality of the provision accurately. For instance, she seeks to increase partnerships with parents and external agencies to further benefit children's learning and development.

Quality of teaching, learning and assessment is good

Staff use effective teaching methods to support children's learning, including those children with special educational needs and/or disabilities. For example, they provide a range of toys and resources that motivate children to play. Staff engage positively with the children and use clear words that support children's language skills well. Children respond positively to this. Staff encourage children's interest in early reading. For instance, they provide children with a wide variety of books and read to them. Children listen attentively and enjoy looking at pictures. Staff skilfully support children's emotional and physical well-being, particularly during times of change. They plan age-appropriate activities that teach children how to manage their emotions, such as when there are additional members in the family. This helps children to adjust their behaviour to different situations, and to take the changes in their stride.

Personal development, behaviour and welfare are good

Staff are kind and approachable. They treat children with respect that helps to build on their self-confidence. Parents interviewed during the inspection commented that their children are very well cared for and that the staff have formed close relationships with their children. Staff teach children to be independent learners. One example includes encouraging younger and older children to take age-appropriate responsibilities, such as for their own personal needs. Staff are positive role models for the children. They teach children how to behave well and to play cooperatively with others. Staff supervise children's play closely and remind them about staying safe. Children have good opportunities to develop skills in using items carefully, such as scissors during craft activities.

Outcomes for children are good

Children show that they are happy and emotionally secure. For example, during spontaneous play, they squeak in delight as they watch the bubbles fly into the air. Boys and girls alike gain strong skills in their mathematical and literacy skills. They thoroughly enjoy practising their counting and early writing, indoors and outdoors. Some children can count to 10 and beyond, and talk about size and quantities during activities. All children are motivated to learn. Overall, they develop a range of skills that prepare them for their next stages in learning, including their move on to school.

Setting details

Unique reference number	118111
Local authority	Ealing
Inspection number	10067936
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	28
Number of children on roll	32
Name of registered person	Treetops Nurseries Limited
Registered person unique reference number	RP900833
Date of previous inspection	31 July 2015
Telephone number	020 8566 5515

Treetops West Ealing Day registered in 1994 and it is located in the London Borough of Ealing. It is open from 7.30am until 6pm from Monday to Friday all year round. The provider employs seven members of staff, including the manager, who holds an early years degree at level 6. Three staff members hold appropriate early years qualifications at level 3. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years old.

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