

# Treetops Stotfold

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



<b>Inspection date</b>	10 April 2019
Previous inspection date	9 May 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

- Leaders have worked hard with staff to address the actions raised at the last inspection, seeking guidance and support from the local authority. They have made significant improvements to provide children with a safe, welcoming and stimulating learning environment.
- Leaders involve staff, parents and children in reviewing and evaluating the nursery. They have established a clear action plan with staff to continue to drive improvements and enhance outcomes for children.
- Staff know the children well. They observe children and accurately assess their progress in learning. They plan effectively to support children's individual stage of development and their emerging interests. Children make good progress.
- Staff provide children with frequent opportunities to make their own choices and develop good independence. Staff encourage children to self-select from a wide range of stimulating toys and resources both inside and outside.
- Children form strong attachments to staff, who are caring and attentive to their needs. Staff give children lots of encouragement and praise. This helps children to develop good levels of self-esteem.
- The staff work very well together and act as good role models for children. They lead by example to help children understand each other's needs and rights to play. Children learn to share and take turns willingly.
- On a few occasions, strategies to fully involve parents in children's learning are not highly successful.
- Some staff do not consistently recognise the opportunities that arise during children's play to build on their understanding and learning in early mathematics.

## What the setting needs to do to improve further

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

- extend further the good opportunities for parents to gain ideas to support children's learning at home, promoting their good progress to an even higher level
- increase opportunities to extend children's understanding and enjoyment of early mathematics.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

**Inspector**  
Gail Warnes

## Inspection findings

### Effectiveness of leadership and management is good

Leaders and staff are strongly committed to continuing to improve practice and raise standards to the highest level. Staff receive regular supervision meetings to help them reflect on their individual practice and identify where coaching and training will raise standards further. The team has rigorously reviewed and adapted policies and procedures to ensure children's good health, safety and welfare are consistently prioritised. Parents are positive about the nursery. They acknowledge the improvements staff have made and state that their children enjoy attending. Leaders closely review the progress individual children make and for different groups of children. They use this information effectively to enhance provision and ensure any gaps in progress are promptly supported. Safeguarding is effective. Staff confidently fulfil their role to protect children from harm. They have a detailed knowledge of wider safeguarding issues and know what to do should they have any concerns about a child's welfare.

### Quality of teaching, learning and assessment is good

Staff working with babies promote their learning well. They talk to babies and respond warmly to their babbles and first words. Staff use song spontaneously as they follow younger children's interest in circles. This helps to promote children's understanding and develop their vocabulary. Staff provide a rich environment to promote children's literacy skills. For instance, labels throughout the nursery reflect children's home languages as well as English. Staff read factual books enthusiastically to younger children about their favourite animals. Children enjoy exploring the marks they make and older children form letters to write their names. Staff help children to be imaginative and curious. For example, they ask questions that encourage children to think about insects' habitats.

### Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. They ensure the nursery is clean and that good hygiene routines are maintained to reduce the risk of infection. Older children learn how to keep themselves and their friends safe. For instance, they complete daily checks of the outdoor area with staff. Children have daily opportunities for fresh air and enjoy nutritious meals and snacks that are freshly prepared each day. Staff work closely with parents to ensure children's needs are well met. They gather meaningful information about children's routines at home and to establish their starting points. Staff create books for each child containing photographs of their parents and special people, to reassure them and help them learn about families and communities. Older children take turns to contribute to nursery decisions as part of the pre-school committee.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. Children are active learners who are eager to explore the inviting environment. Babies have the space and good opportunities to safely develop their physical skills to sit, crawl, stand and walk. Children use number as they play, counting toy strawberries they 'feed' to the toy dinosaur. Older children explore simple adding and subtraction calculations. Children gain the key skills and attitudes to support the next stage in learning and the eventual move to school.

## Setting details

<b>Unique reference number</b>	EY387116
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10089392
<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</b>	0 - 4
<b>Total number of places</b>	64
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Treetops Nurseries Limited
<b>Registered person unique reference number</b>	RP900833
<b>Date of previous inspection</b>	9 May 2018
<b>Telephone number</b>	01462 734306

Treetops Stotfold registered in 2008. The nursery employs 15 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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