

Inspection of Treetops Day Nursery

Russells Hall Hospital, Pensnett Road, Dudley, West Midlands DY1 2HQ

Inspection date: 24 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed at the start of the day by kind and caring staff. Staff offer children cuddles and comfort to help them settle on arrival. This helps children to enter the nursery feeling happy and ready to play and learn. Staff plan a varied curriculum that interests and engages children. Staff recognise the importance of singing to support children's communication and language. There are lots of opportunities for singing built into the daily routine. Staff read stories with enthusiasm. Children know the stories well and guess what might happen next. This supports children's early reading skills.

Children learn to behave well at nursery because staff offer them praise and encouragement for their efforts and achievements. Staff encourage children to share, take turns and be kind to each other. For example, children play cooperatively as they are supported by staff to play hide and seek in the garden. Children practise counting to 10 before excitedly calling out, 'Ready or not here I come.' This helps children to learn the rules of good behaviour. Children develop their physical skills inside and outside. They enjoy the time they spend skilfully negotiating the space around them on the bicycles outside. Younger children develop their small-muscle skills as they learn to press the buttons to make the musical toys work.

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

- Leaders are passionate about ensuring children receive the best quality care and education. Staff generally plan a challenging curriculum to help children make good progress across all areas of learning. This helps to prepare children for their next stage in learning. However, the procedures for monitoring staff practice are not fully embedded across the nursery to ensure any minor weaknesses in the curriculum are identified and acted upon.
- Staff promote children's emerging communication and language skills well. Children are encouraged to learn to enjoy books, songs and rhymes. Staff adapt their interactions according to children's ages and stages of development. For example, staff working with babies frequently repeat single words, while encouraging babies to attempt to say these. Toddlers are encouraged to engage in conversations and discussions about what they are doing. Pre-school staff plan phonics sessions for children to learn initial sounds in their names and their friends' names. However, staff do not always pronounce the letters and sounds they make correctly to fully support children's understanding.
- Staff promote children's good behaviour effectively. They act as good role models for children. They talk to children about using 'kind hands'. Staff offer clear and consistent reminders that help children learn about expectations and boundaries.

- Parent partnerships are a real strength of the nursery. Staff work closely with parents to understand children's routines and needs so there can be good levels of continuity for children between home and nursery. Parents speak positively about the nursery and staff. They say that staff are 'kind and helpful'. They value the feedback they receive from staff at the end of the day to inform them about how their child has been.
- Leaders have established good links with local authority advisers to ensure children with special educational needs and/or disabilities get the help they need. This helps ensure that any gaps in children's learning are identified and acted upon. Staff work in partnership with parents and other professionals to ensure the transition from nursery to school is managed effectively.
- Staff promote children's early mathematical skills well. For example, as children scoop water into containers, staff count the scoops and talk about how full each one is. Staff encourage children to count how many children are present during group times.
- Staff are aware of the importance of encouraging children's independence skills. Babies confidently feed themselves with a spoon. Toddlers cut up their food and put on their coats. Pre-school children learn to be hygienic and take care of their own personal needs.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- enhance monitoring of staff performance to identify and act upon any minor weaknesses within the implementation of the curriculum
- support staff further to ensure they use the correct pronunciation of letters and sounds to fully support children's language development.

Setting details

Unique reference number	253824
Local authority	Dudley
Inspection number	10355441
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	68
Number of children on roll	118
Name of registered person	Janet Carroll, Emma Durkin and Sheila Payne Partnership
Registered person unique reference number	RP910264
Telephone number	01384 212539
Date of previous inspection	29 November 2018

Information about this early years setting

Treetops Day Nursery registered in 1993. It is situated in the grounds of Russells Hall Hospital in the Pensnett area of Dudley. The nursery employs 18 members of childcare staff. Of these, 15 staff hold appropriate early years qualifications at levels 3 or 4. Two members of staff have a foundation degree at level 5. The nursery operates Monday to Friday all year round. Sessions are from 7.15am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Carli Mccallin

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager completed a learning walk together and discussed the early years curriculum.
- The manager and the inspector carried out a joint observation.
- The views of parents were considered by the inspector through discussions and emails.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children.
- The inspector held discussions with leaders, staff and children at appropriate times during the inspection.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.

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.

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