

Inspection of Treetops Alton Manor

Gregory's Way, Belper, Derbyshire DE56 0HS

Inspection date: 4 November 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Pre-school children help staff to identify and remove any potential risks in the garden before they use it. Children tell visitors that they found berries, so they put them in the bin. They recognise areas of the garden that are cordoned off and understand that they do not use these areas. This helps children to learn how they can keep themselves safe. Pre-school children understand staff's expectations for their behaviour. They say that holding hands would show 'kind hands'.

Children are supported to develop their communication and language skills. In the baby room, staff use repetitive words such as 'shake, shake, shake' when children move musical instruments, helping to support their early speaking skills. In the under-two's room, staff help children to understand words that link to actions. For instance, when children move forwards and backwards on equipment, staff sing a song about rocking. Pre-school children learn about similarities and differences in people. Staff ask them to look in mirrors to identify what makes them unique. Children learn why people wear glasses, remembering that their mummy wears them. Children in the baby room are supported to learn how to handle books. For instance, staff show them how to lift flaps on pages and encourage children to copy.

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

- Children form strong attachments to staff, showing that they feel safe and secure in their care. For instance, in the baby room, staff hold children in their arms to help them sleep when they are tired. Children sit on staff's knee to observe other children and look at books.
- Staff implement a curriculum that encourages children to be independent. For example, in the under-two's room, staff ask children to get tissues and supports them to wipe their noses. In the toddler room, children find their peg and hang their coats up when they come indoors. Pre-school children are given time to fasten zips on their coats by themselves.
- Staff in the toddler room complete training courses to help develop their knowledge of how to support children to manage their behaviour. This includes showing children images to help them to understand their feelings when they become frustrated. Staff model how to share, such as asking children to take turns with them to add foam bricks to build a tower. When other children pass them bricks, they say 'thank you', showing good manners.
- Additional funding that some children receive is used effectively to meet their individual needs. For instance, the management team purchases a play kitchen outdoors to encourage children to develop their interactions with their peers. However, staff do not provide opportunities for all children to build on their interests. One example of this is when staff in the pre-school room do not invite

children to join planned activities when they show that they want to participate.

- Staff have a good knowledge of their key children's learning and development needs, including those who may need additional support. However, this information is not always shared with new staff, such as during their induction process when they start. This results in, at times, not all new staff recognising how best to help some children with their learning. Therefore, sometimes children are not able to make the best progress.
- The well-being of staff is promoted effectively. The management team has an open-door policy where staff can speak to them at any time. This helps to reduce staff absences and helps children to have more consistency to build relationships with staff.
- Staff invite parents to attend the nursery with their children during planned times. Parents say that they appreciate having these opportunities to do craft activities with their children. This helps parents to be involved in their children's learning. However, staff do not share or gather ongoing information with staff at other early years settings that children also attend. This means that they do not gain a broader knowledge of children's all-round development to help plan more precisely for their learning.

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:

- support staff to help children to build on their interests
- strengthen induction procedures for new staff to help them understand how to support all children's learning
- develop partnership working with staff at other early years settings that children also attend to help plan more precisely for children's learning.

Setting details

Unique reference number	EY227321
Local authority	Derbyshire
Inspection number	10355169
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	164
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01773 829242
Date of previous inspection	20 November 2018

Information about this early years setting

Treetops Alton Manor registered in 2002 and is situated in Belper, Derbyshire. The nursery employs 28 members of childcare staff. Of whom, 15 hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for children aged from nine months upwards.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- The manager, the deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed how staff implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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