

Inspection of Treetops Castle Garden

King Street, Duffield, Derby, Derbyshire DE56 4EU

Inspection date: 7 January 2022

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 confident and move around their rooms selecting the toys they want to play with. Pre-school children run around the garden safely, chasing their friends and ride sit-on toys skilfully using the pedals. They safely climb and balance on the equipment and shout, 'I've done it', as they jump off the obstacle course. Children, including those with special educational needs and/or disabilities, make close relationships with the staff. They snuggle to look at books and follow staff's instructions, such as tidying up at lunchtime.

Children have an eagerness to learn and take part in activities the staff plan. They have a positive attitude to their learning and engage in activities for long periods of time. Toddlers relish making the dinosaurs stomp among the fir cones and smell the herbs as they play. They manipulate the play dough, laughing and giggling as they poke leaves into the dough using their fingers. Two-year-old children scream happily as they play in the water. They pour and fill up jugs and use words, such as 'full' and 'empty' to develop early mathematical ideas. Pre-school children develop their imagination as they play shops. Staff extend this play and encourage the children to use the till to help them recognise numbers. The children use money and say, 'That will be three pounds please'.

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

- The manager is passionate about her role and strives for improvement. Since the last inspection, staff now support children's emergent writing throughout the nursery. Children enjoy making marks and pre-school children learn to write their name, which also aids their future learning. The manager encourages staff to improve their practice. Staff have attended in-house training to support them in understanding how to ignite children's curiosity in learning.
- Partnership with parents is a strength. Parents speak highly of the nursery and are aware of the progress their children are making. Staff share children's next steps with parents and show them photos of what their children are doing while at the nursery. Parents comment that they feel the manager and staff are supportive and the nursery is home from home.
- Staff find out information about the children from their parents when they first start the nursery. They enquire about the experiences the children have at home and extend these further. For example, the children have the opportunity to borrow books from the nursery's library. Staff plan activities such as a 'sponsor read' with parents to encourage children to look at books at home.
- Staff foster children's independence well. They encourage children to try to do things for themselves across the nursery. Toddlers know how to use hand gel and pre-school children can tell staff that they wash their hands to get rid of the germs. Children learn to put on and take off their coats and shoes from an early

age and pre-school children zip up their own coats in readiness for school.

- Staff are good models for children's behaviour and encourage children to think about others, share and take turns. Staff working with the toddlers remind them to take care when pushing the dolls around in case they hurt their friends. Pre-school children show good self-regulation as they play together. For example, they remind others to share the crayons as they colour in their pictures of teeth. Staff praise two-year-old children as they share the bricks while they build towers.
- The manager and staff understand how children learn and plan interesting activities for children. For example, children build the three pigs' houses using large building bricks outside. They repeat the phrase 'I'll huff and puff and blow the house down' and have fun knocking the houses down. However, at times, some staff do not focus enough on what it is they want children to learn from the activities they plan.
- Staff promote children's language skills, overall. They talk to children at their level, read stories and sing songs. However, staff working with the younger children do not always name an object or toy as they are talking to explain what children are playing with. For example, they say 'it, those' or 'them' instead of saying the noun. As a result, staff are not fully extending younger children's speaking skills or increasing their vocabulary.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a clear understanding of their responsibilities to safeguard children. They are confident about the procedures to follow should they have concerns about any of the children in their care. Regular training and staff meetings help to keep the staff's knowledge of legal requirements up to date. The management team follow robust recruitment procedures when appointing new staff to help to ensure that they are suitable for their roles. The premises are safe and secure and staff complete daily checks of their rooms and garden to identify and remove any hazards, so the children can play in a safe environment.

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 develop how they model language, to include the use of nouns to name objects and toys, in order for younger children to hear words and extend their speaking skills and help to increase their vocabulary
- strengthen staff's understanding of the intentions for planned activities to help enhance children's learning.

Setting details

Unique reference number	EY101060
Local authority	Derbyshire
Inspection number	10062482
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	58
Number of children on roll	85
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01332 841844
Date of previous inspection	14 August 2015

Information about this early years setting

Treetops Castle Garden (also known as Duffield Busy Bees) registered in 2002. The nursery is located in Duffield, Derbyshire. The nursery is open all year round from 7.30am until 6pm, except for bank holidays and a week at Christmas. The nursery employs 15 staff, of whom nine have an early years qualification at level 2, 3 and 4. The manager holds an early years foundation degree.

Information about this inspection

Inspector
Jan Hughes

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 manager completed a learning walk with the inspector and discussed how she organises and implements the curriculum.
- The inspector and manager took part in a joint observation. The inspector considered the quality of education during activities and the impact this had on children's learning.
- The staff and children spoke to the inspector at appropriate times throughout the inspection. The inspector observed interactions between the staff and the children and considered the impact these have on children's learning.
- Parents spoke to the inspector on the telephone and gave their account of their views and how they communicate with the staff.
- The manager, area manager and quality manager and the inspector had a discussion about professional development for staff and how they evaluate their practice.
- The inspector reviewed relevant documentation and evidence of the suitability of the staff.

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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