

# The Treehouse Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY368549
<b>Inspection date</b>	28/10/2008
<b>Inspector</b>	Lindsay Hare
<b>Setting address</b>	Hillhouse Primary School, WALTHAM ABBEY, Essex, EN9 3EL
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<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## **Description of the setting**

The Treehouse Nursery is one of two privately owned nurseries. It opened in 2008 and operates from three rooms in a purpose-built building. It is situated on the site of Hillhouse Primary School in Waltham Abbey, Essex. A maximum of 44 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. The premises are accessible.

There are currently 59 children attending who are within the Early Years Foundation Stage (EYFS). Of these, 25 receive funding for nursery education. The nursery welcomes children with special needs and who speak English as an additional language. The nursery works in partnership with parents, carers and other agencies. This provision is registered on the Early Years Register.

The nursery employs 14 members of staff, 12 of whom hold appropriate early years qualifications. Five staff are working towards a qualification. One member of staff has Educational Professional Status.

## **Overall effectiveness of the early years provision**

Overall, the setting provides very effectively for children in the Early Years Foundation Stage (EYFS). The flexible system of planning and assessment successfully involves all children, parents and carers linking closely to children's interests. This ensures that all children fully enjoy their time at the nursery and make good progress in all areas of learning and development. The committed staff create a safe and welcoming environment, and are extremely skilled at making sure that all children benefit from the exciting range of activities. The management is very aware of the strengths and areas for improvement within the setting and working with multi-agencies, constantly strives to improve the experiences of the children who attend the provision.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop the learning environment outdoors
- ensure that parents or carers sign the accident record.

## **The leadership and management of the early years provision**

Highly effective safeguarding policies ensure that children are very well protected. For example, rigorous recruitment and vetting procedures are in place as well as thorough induction and close monitoring by the provider. Regular risk assessments are done and the premises are secure. All the policies are understood and implemented well. For example, there is a detailed complaints procedure in place

which means that parents' views are listened to and responded to promptly. Staff are aware of their role and responsibilities in reporting concerns and continue to keep up-to-date with current safeguarding training and legislation.

The provider shows a commitment to the development and improvement of the nursery provision through the excellent range of resources provided and the support given to staff training and development. All staff have been involved in contributing to the self-evaluation and the children have participated by designing the garden. The children have ownership of their assessment files as they regularly evaluate the activities and experiences provided for them and select photographs and examples of their work to evidence this.

The setting provides an attractive and child-friendly environment which is accessible to all children. Parents are given daily feedback on what their child has been doing in the form of a communication diary and these provide an effective two-way-flow of information between the child's key person and parent. The staff work extremely well with the parents and carers of the children, gathering lots of information and valuing their contribution. The staff's openness encourages parents to take an active part in their child's learning and in the newly formed parents group. There are close links with other professionals within the adjoining Children's centre and the local community to ensure that the children's needs are fully met and there are plans to become involved with other provisions that provide for children in the EYFS.

## **The quality and standards of the early years provision**

Children are provided with excellent opportunities to progress towards the early learning goals. The environment is bright and inviting with lots of children's work, written labels and sign language displayed. All children are able to choose and access a range of good quality equipment and resources which are appropriately selected according to the age group in each room. For example, in the baby room, all furniture and resources are stored at a very low level to enable crawling and toddling children to choose for themselves. In the toddler room, simple books on discouraging biting and hitting and a poster displaying feelings offer additional support in communicating for children who may not have fully developed language skills. Children use a variety of techniques as they print, paint and use different creative materials to make pictures. They enjoy the changing role-play area which enables them to use tools to fix a bike in the mechanics garage or to experience making an igloo den. Children explore their environment and learn about where their food comes from as they grow tomatoes in pots and visit the nursery that provides their salad. Young children enjoy singing and using a variety of musical instruments. Children are competent in using the computer independently and are able to operate the digital camera to record their work. Children acknowledge and accept differences as they learn about other cultures through celebrating festivals and customs such as Diwali and Guy Fawkes night. Children participate in activities outside such as using the parachute and chasing after balloons. They sit in the train made of crates and use the mats positioned as a track for the ride-on toys. There are plans to develop the garden to provide an exciting outdoor learning environment.

Children are becoming independent as their views are sought and valued and they help to clear away after snack and meals. Positive relationships are promoted as they help to cook tea or decorate a birthday cake for their peers. Children count as part of the everyday routine and play games using a large dice. They are beginning to measure using rulers and develop an understanding of money as they play in their shop. Staff use story sacks and the children have made props to use with these as well as making their own books, re-telling familiar stories. They learn initial phonic sounds and have opportunities to mark make within the environment. All staff are involved in planning activities and observing children. Planning is very detailed, clearly showing how activities and experiences are differentiated to meet individual children's needs. Through regular observation and evaluation, the children's thoughts, interests and actions are taken into account when planning further activities. This also means that staff are able to establish each individual child's achievements and identify the next steps in that child's learning.

Children are familiar with the staff and routine of the setting. They behave well, responding to instructions and are supported by staff through careful discussion into seeing the consequences of their actions. The 'golden tree' provides a clear visual aid to encourage positive behaviour. All hazards on the premises have been identified and minimised following a thorough risk assessment. All the necessary documentation to protect children's welfare is in place, although parents and carers are not always requested to sign the accident record. Children enjoy a well balanced diet and regularly help in preparing tea or dessert. There are very clear procedures in place to ensure that all staff are aware of dietary requirements. For example, children have their own laminated placemat with their photograph and any allergies they may have. Babies' individual feeding needs are well met by caring and responsive staff who talk to young children in soothing voices and sit appropriately to feed them. Young children enjoy cuddling up for a story with staff on the cushions in the baby room. There are good hygiene practices throughout the nursery, such as the procedure for changing nappies and visual clues to aid hand washing. There are future plans in place to extend these to encourage good oral hygiene.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.