

# Treehouse Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	106052
<b>Inspection date</b>	23/09/2008
<b>Inspector</b>	Alex Baxter
<b>Setting address</b>	41 Exeter Road, Exmouth, Devon, EX8 1PU
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<b>Email</b>	
<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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Tree House Pre-School opened in 1999. It is located in two adjoining classrooms within the grounds of Exeter Road Primary School and caters for children from the local and surrounding communities. The pre-school is managed by a voluntary committee and is affiliated to the Pre-School Learning Alliance. The pre-school has shared use of two outdoor learning and play areas and the school's computer suite, hall and library.

The pre-school is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged three to five may attend the setting at any one time. Sessions run from 09.00 to 15.15 and include lunch club sessions between 11.45 and 12.45. The setting is led by a qualified early years teacher and there are seven other staff, all of whom have suitable childcare qualifications. Children with learning difficulties and/or disabilities and those who have English as an additional language have their needs met. Currently, all 42 children who attend are in receipt of nursery education funding. The setting continues to receive support from the local authority and the adjoining Children's Centre.

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

Tree House Pre-School provides well for children in the early years age group. Excellent links with parents, outside agencies and the host school ensure that all children enjoy stimulating activities and make good progress. Staff offer warm caring support and present good quality and safe learning and play opportunities. These are closely linked to the children's needs and interests and are particularly successful in promoting their personal, social, emotional and physical development. The registered person is a skilled teacher and together with capable colleagues, the setting demonstrates an effective commitment to continued improvement.

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

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

- build upon the current good practice in evaluating the effectiveness and improvement of provision, by making more precise reference to how developments are extending the children's skills and understanding
- make better use of the space in one of the rooms to widen the role play opportunities provided for the children and to improve the administrative and record keeping facilities for staff

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

Good teamwork between the teacher-in-charge and her assistants ensure that children are safe, feel valued and make good progress in their learning. They

collaborate and share their observations to maintain continued improvement. For example, the introduction of 'quiet areas' where children receive one-to-one support and the children's subsequently improving confidence and listening skills reflect the setting's successful determination to build on good practice.

The teacher and her staff are also continually seeking to improve their expertise. During the summer break all staff completed additional training in the new Early Years Foundation Stage (EYFS) framework and where necessary staff have updated their training in child protection procedures. Already this term, the assessments completed by staff reflect a strengthening of provision. At times, though, assessments are not precise enough in showing gains in children's skills.

All staff promote excellent links with parents and strong links with the host school, local authority staff and the Children's Centre. These are significant strengths of the setting's provision and contribute very beneficially to the children's confidence and day to day enjoyment at Tree House.

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

A stimulating, well-balanced programme of learning opportunities, supported effectively by well deployed and very caring staff help all the children to make at least good progress across the areas of EYFS learning and development. In particular, a good balance of adult-led activity and activities chosen by the children themselves, both outdoors and indoors, develop the children's confidence and social and physical skills extremely well. From the first moment they bring their children to the pre-school, parents are warmly welcomed and invited to contribute to their children's learning. These excellent links ensure that the children's individual needs are known well and acted upon by willing staff. All children are included equally and, for example, the children who have English as an additional language settle and progress as quickly as their peers. Staff assess the children's responses carefully, especially through good questioning and make sure that planned activities move learning forward. This is a particular strength of the teacher's whole group discussions with the children. The teacher captures the children's interest by using well known singing rhymes and puppets and promotes their enthusiasm to develop their thinking. In response, the children learn to speak confidently and show respect by listening and learning others.

All staff work effectively to maintain safe environments where children can play safely and all the necessary statutory safeguards are fully in place. Staff work effectively to present resources in a way that promotes the children's independent choices, but the setting has very limited indoor storage space. At times, for example, when collecting materials such as cardboard for future creative activity, space in one of the rooms is not used to best effect. The administrative facilities are cramped and are not helpful in supporting the efficient use of records to enhance provision. In addition, the current space taken by the 'Home Corner' limits opportunities for children to experience other forms of role play. In contrast, the other room and outdoor facilities are particularly well organised. Outdoor learning is another significant strength of the setting where children can benefit from healthy physical activity. The 'Secret Garden' is a very stimulating area where, through their

own observations, children experience nature and develop a good understanding of the world around them. The joy on their faces on finding a big spider on its web was a delight to see and the assistant made sure that it promoted new learning as well.

## 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?	2
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?	2

### 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?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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 B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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 the last inspection.

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.