

# Treehouse Pre-School

Inspection report for early years provision

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| <b>Unique reference number</b> | EY358828  |
| <b>Inspection date</b>         | 01/10/2010  |
| <b>Inspector</b>               | Sarah Warboys   |
| <b>Setting address</b>         | Winslow C of E Combined School, Lowndes Way, Winslow,<br>BUCKINGHAM, MK18 3EN |
| <b>Telephone number</b>        | 01296 712 333   |
| <b>Email</b>                   |   |
| <b>Type of setting</b>         | Childcare on non-domestic premises  |

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## 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 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.

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## **Description of the setting**

Treehouse Pre-School was registered in 2007. They are managed by a voluntary parent committee and are sited in a building within the grounds of Winslow C of E Combined School, Winslow, Buckinghamshire. The group operates from 8.50am to 3pm, Monday to Friday, term time only. The provider is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is registered to care for 39 children between the ages of two years and five years and there are currently 76 children on roll, some of whom receive funding for nursery education. The group support children with learning difficulties and disabilities and those with English as an additional language. A leader and ten staff are employed. Of these, five staff, including the leader, hold level 3 early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy coming to Treehouse pre-school and participate fully in a wide range of activities. They make good progress because the staff meet their needs and interests well, including those with special educational needs and disabilities and those for whom English is an additional language. Partnerships with parents and carers are effective and these links contribute well to children's welfare, learning and development. The Committee, leader and staff have made good improvements to the setting since the previous inspection. They work closely together, are highly reflective and have good capacity for sustained improvement.

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

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

- establish a systematic process for reviewing children's performance across the setting in order to analyse their progress and to help plan future learning experiences
- evaluate the skills of staff on a more formal basis, provide appropriate training opportunities and link it more closely with outcomes for children

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

The setting's good leadership is ably supported by a team of staff whose knowledge and understanding of the Early Years Foundation Stage promotes children's welfare, learning and development effectively. A positive equality and diversity policy demonstrates the setting's commitment to welcoming all children, whatever their needs. A well-equipped, fit-for-purpose building enables staff to cater for children's needs well within a safe and secure environment. Resources, both in and out of doors, are well deployed and this strongly contributes to

children's learning. The relevant safeguarding policies and procedures, including the appropriate vetting and recruitment of staff, are fully in place and implemented consistently. For example, risk assessments are carried out for each activity and any accidents are carefully analysed to check for any apparent patterns so that preventative measures can be taken to reduce the risk of harm to children in the future.

Leaders have an accurate picture of what the setting does well and what steps are needed to improve outcomes for children. Their drive and ambition have successfully tackled the recommendations made in the previous inspection report. A particularly noteworthy example of this is that future plans are now fully informed by continuous observations and comprehensive details of children's achievements are recorded in learning journals.

Good relationships support learning. Adults provide extremely good role models and promote positive attitudes. They observe children's activities and record their learning. However, as a whole, analysis and processes for reviewing children's performance are not yet fully developed. Staff enthusiastically engage in professional development, which is largely effective in moving practice forward for the benefit of the children. Nonetheless, leaders do not yet evaluate the current skills of staff on a more formal basis and link them more closely with outcomes for children.

Parents and carers value the setting highly and feel that their views are taken into account. They feel that the setting is very welcoming and that staff are always willing to exchange key information about their children's needs and their progress. Partnerships with support agencies contribute well to improving outcomes for individuals and groups with specific needs.

## **The quality and standards of the early years provision and outcomes for children**

Adults' good knowledge of the Early Years Foundation Stage, of how children learn and develop and their attention to keeping children safe, positively promotes children's learning and well-being. Children develop confidence and self-esteem because of the praise and encouragement they receive. Staff are particularly skilled in asking children key questions during their play and this helps to develop and extend learning and provide challenge to all children, but particularly older and more able children. Children are invited to choose from a broad range of activities, which are clearly focused on all areas of learning. Wide-ranging resources enable them to develop their knowledge and understanding of the diverse society of which they are part. Observations assess children's needs and interests and staff are beginning to develop more effective strategies to encourage all children to develop and extend learning experiences across all areas. There is an appropriate balance of adult-led and child-initiated activity and children move freely between activities.

Children show good levels of enjoyment, interest and engagement as they learn to work and play together as part of a group and many show good levels of

concentration working independently for a sustained period of time. The indoor and outdoor environments provide good opportunities for children to enjoy books, make cakes from play dough, build towers with construction kits, make marks with a variety of writing tools, make pictures using different materials and sing songs about the rain, in the rain! They learn skills for future life through very practical tasks like experimenting with shapes and space, working out how to fit equipment back together and how to use scissors successfully and safely. Children show enthusiasm and excitement in learning to use information technology control kits. In the role play areas; including a vegetable shop and a house, children develop speaking and listening skills, and prepare a tea party for nursery rhyme characters.

Children learn about the importance of a healthy lifestyle because they eat healthy snacks. Water is freely available. Staff routinely encourage cleanliness and hygiene and the children can explain why they wash their hands. Similarly, children show they feel safe and secure in their surroundings.

The behaviour of an overwhelming majority of the children is good and managed extremely well. They learn how to control their feelings with the help of the staff who also encourage them to think about the possible consequences of their actions.

## 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*

### The overall effectiveness of the early years provision

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|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

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

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|--|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources   | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding  | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

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|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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### Outcomes for children in the Early Years Foundation Stage

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|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met