

Treehouse Nursery Schools Limited

Inspection report for early years provision

Unique reference number 128519
Inspection date 21/02/2011
Inspector Lynn Palumbo

Setting address 35 Woodbine Place, Wanstead, London, E11 2RH

Telephone number 020 8532 2535
Email treehousenursery@fsmail.net
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Treehouse Nursery Schools Limited was registered in 1996 and is owned by a private individual. The nursery provision operates from a converted school building and is situated in Wanstead in the London borough of Redbridge. All children share access to playrooms and secure enclosed outdoor play areas.

The provision is open each weekday from 8am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register to care for a maximum of 132 children at any one time. There are currently 146 children on roll within the early years age range and they attend different times of the week. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. The setting currently supports children with special educational needs and English as an additional language.

There are 31 members of staff, 25 of whom hold appropriate early years professional qualifications. The manager hold Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making good progress in their learning and development. The management and staff team meet children's individual needs by the high quality provision they offer and by exemplary working with their parents and partnerships. Systems to monitor some documentation are not fully effective. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) 08/03/2011

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

- encourage children's further independence, for example, with regard to personal hygiene
- explore further ways to use information from parents as part of the ongoing

observation, assessment and planning cycle to further enhance children's learning and development .

The effectiveness of leadership and management of the early years provision

The management, safeguarding officers and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for first aid, fire safety and inclusion. The management team and staff have a good knowledge of hazards that could harm children within the provision; a detailed record of risk assessment for every activity, area and outings that children use is in place. This ensures any potential hazards are promptly recorded and minimised. Although an attendance record is in place for all children, the hours of children's departure times is not consistently kept up-to-date. This has an impact on safeguarding and is a breach of the regulation that incorporates the requirement to ensure that children's hours of attendance are recorded. A range of policies, including equality of opportunities, and complaints are in place and shared with parents and staff to ensure they are aware of the setting's professional responsibility.

Staff are deployed effectively to ensure that children are well supervised at all times. Children are offered a wide selection of good quality resources within attractive, child-friendly environments. The staff are taking effective steps to ensure resources and the environment are fully sustainable. In addition, children visit a range of recreational and educational places within the community. Equality and diversity is promoted well within the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Children who have little English when they join the nursery are supported well. Staff have a list of important vocabulary in children's home language to use when necessary. The children are settled and communicating in English. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies, and religious requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. Staff are skilled and able to identify children with special educational needs. Specialist staff working with the extended services are available and visit the provision and give advice and guidance about the best ways to offer support.

The management team has worked hard to implement various systems to self-evaluate and staff's and parents' views are considered and they have identified areas for development. For example, staff are making progress to monitor all learning assessment records. Plans to devise a new outside play area and positive images of diversity are in place. In addition, parents receive a weekly newsletter to inform of ongoing events and staff changes. Recommendations from the previous report have been met.

Relationships with parents are exemplary; parents are encouraged well to be engaged with their children's learning and development. Staff inform the parents about their child's learning and welfare at the end of the day. Regular consultations are arranged so that parents and staff can share the observations of the children and become aware of each child's future targets. However, the

management team has not yet fully established systems to involve parents into contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents take part in celebrations, outings and charitable events and their involvement and support is much appreciated. A parents forum ensures that parents can voice their opinions of the nursery and the management team are working hard to ensure their valuable views are incorporated into the setting. For example, a healthy nutritious menu is now in place and the management team are implementing halal foods.

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

Children are making good progress towards the early learning goals. Children demonstrate an interest and enthusiasm to initiate their own learning which the keyworkers encourage and support well. Planning for most children's learning and development are detailed, incorporating all the areas of learning into weekly and daily planning. In addition, the key workers are working very hard to ensure that planning takes into consideration children's individual needs, abilities and interests. There are a range of systems in place to observe and document children's progress and capabilities; these include effective plans for the next steps in children's progress and development. However, the child's next stage of developments are not consistently recorded in all observation documents. The manager is keen to ensure this is addressed and links to planning records. Children, including babies are making excellent progress in their literacy skills. Children are progressing in their speaking and listening skills, for example creative environments are arranged throughout the provision and staff are skilled at getting down to the children's level to stimulate discussions. Children with little English are developing their speaking and listening skills well and are consistently supported by their key workers, they are now bilingual speakers. Children and babies develop their emergent writing through a variety of resources, understanding that their symbols carry meaningful. Pre-school children are writing letters of their name and numbers, they also know a wide range of letters, and letter sound in preparation for primary school. Books are celebrated, encouraging children and babies to become inquisitive and also explore their imagination through role play. Themes and topics are chosen to develop children's knowledge and understanding of the world. Children grow bulbs and understand that light and water are needed. They learn about the characteristics of insects and their habitats, this is extended as they manipulate dough and make a range of creatures. In addition, children learn the life cycle of a chicken, and they have watched eggs hatch, also learning to handle with care. Pre-school children demonstrate they have a range of skills when working through software packages on the personal computer, their hand eye co-ordination is developing excellently. This ensures they are developing skills for life. The activities chosen to celebrate children's diverse cultural backgrounds are successful. Children have celebrated Diwali and the Chinese New Year through creativity, music and dance. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society. Children and babies have good opportunities to develop their creative skills. They play a range of musical instruments and sing spontaneously

throughout their play. Children explore a variety of techniques with paint, sticking and drawing, and their work is displayed to celebrate themes, such as Valentines Day and space.

Overall, there are effective measures within the nursery to ensure that all children learn about safety. Children learn road and stranger danger when out in the community and the community police visit the setting to talk to the pre-school children about their personal safety. In addition, they regularly practise fire evacuations to help reinforce fire safety. Children are learning to adopt a healthy lifestyle mostly excellently. The cook prepares nutritious and well-balanced meals and snacks on site and food is prepared in hygienic conditions. Hygiene is further promoted as children follow a very good hand washing routine and take pride in knowing the harm of germs. Staff also adhere to a high standard of hygiene when changing nappies. Although, children are serving their own foods during lunch, helping to arrange their activities there is less emphasis for them to be able to independently clean their own nose. Children's behaviour is managed very well by the staff and they know how to share toys and take part in activities. Children are polite, friendly and show their respect to the staff who are good role models. Babies are comforted by staff who are caring and know their needs 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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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

