

# Treehouse Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	254328
<b>Inspection date</b>	09/11/2011
<b>Inspector</b>	Jacqueline Mason

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<b>Type of setting</b>	Childcare - Non-Domestic
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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 Children's Centre opened in 1986. It operates from self-contained premises situated close to the centre of the city of Norwich. The building has two main rooms, a separate kitchen and an office area. There is a fully enclosed garden available for outdoor play.

The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register and may care for no more than 34 children at any one time. It operates nursery sessions that run from Monday to Friday during school term time. Opening times are from 8.30am to 1.30pm. A small number of children leave at 12 noon. Out of school facilities operate from Monday to Friday during school term time, with opening hours from 3pm to 6pm. A holiday playscheme runs from Monday to Friday during school holidays. Opening times are from 8.30am to 6pm. There are currently a total of 54 children on roll.

The nursery employs 11 members of staff, of which 10 hold appropriate early years qualifications. Of these, three staff are also qualified early years teachers. Eight of the nursery staff also work in the out of school facility along with an additional four members of staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and understanding of the Early Years Foundation Stage and implement it well to ensure that children make good progress in their learning and development. Children enjoy their time at the setting and are fully included in the routines and activities of each session. Effective partnerships with parents and outside agencies ensure that the individual needs of children are met. Written policies and procedures, necessary for the safe and efficient running of the setting, are in place and mostly ensure the safety and well-being of children. There are effective systems in place to identify the setting's strengths and areas for development in order to plan for continuous improvement.

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

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

- ensure that the policy for safeguarding is in line with the Local Safeguarding Children Board guidance and procedures, with regard to allegations against staff
- develop ways to encourage parents to contribute to their child's observation and assessment record book.

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

Children are effectively safeguarded because staff have an up-to-date knowledge of child protection issues. They attend safeguarding training to ensure that they are able to recognise signs and symptoms of abuse and know how to report concerns. They know what to do if an allegation is made against a member of staff, although the policy does not accurately reflect the processes that would be followed. All staff undergo an enhanced CRB check and a record is maintained. Ongoing suitability is monitored through an effective appraisal system. Risk assessments are conducted each day to ensure all areas of the indoor and outdoor environment are kept safe and secure. Staff are deployed well to ensure that children are safe and supervised at all times. Resources are of good quality, fit for purpose and support children's learning and development successfully. Staff are deployed effectively in the setting. This ensures that children receive a high level of adult interaction at activities they select. Partnerships with others who provide care and learning for the children are effective, ensuring that concerns about children's learning and development can be quickly identified and managed.

Inclusion is at the heart of everything that the setting does with the children. There is a clear, effective key person system that ensures each child has a named adult to take responsibility for their day-to-day care, well-being and learning. The key person establishes highly inclusive systems of communication with parents to keep them very well informed about all aspects of their own children's achievements and well-being. Staff recognise parents as key educators of their children, although the methods to help them contribute to their child's learning journey are not robust, with many parents choosing not to add to them. Despite this, partnerships with parents are extremely strong. Parents report that they find everyone at the setting friendly and approachable and that there is always a happy atmosphere. They state that they would 'highly recommend Treehouse Nursery to anybody'.

The management team are motivated to seek further improvement in order to secure positive outcomes for children. Leaders and managers communicate effectively and purposefully with staff at all levels, leading and developing a culture of reflective practice and self-evaluation. A wide range of methods are used to evaluate the setting, seeking the views of all stakeholders including staff, parents, children and other professionals. Staff are motivated and inspired to work towards meeting and sustaining ambitious targets that are achievable and time limited. Morale amongst staff is very high and staff are committed to their own professional development, resulting in a team which is well-qualified and competent.

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

Staff know the children very well. They gather useful information from parents when children first attend the setting to establish children's starting points and

identify their likes, dislikes and interests. From this, staff are able to plan activities that children enjoy and provide a balance of adult-led and child-initiated activities. Regular observations of children are carried out and these are assessed to identify the next steps in their learning. A new methodology for recording observations has recently been introduced as staff did not feel the previous method illustrated progression as clearly as it could. Early indications show that the new processes are successful and it is now clear where children are in their learning. In addition, new tracking systems are being introduced to ensure that staff accurately monitor children's progress across all aspects within each area of learning.

Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate helps to ensure that they are developing skills for the future to contribute to their economic well-being. Children are able to make choices about what they want to play both indoors. The environment is warm and welcoming, and organised to enable children to have fun and work independently, selecting, carrying out and returning activities to their storage area. Children's progress in communication, language and literacy is developing well. They use water and paintbrushes outside on the concrete and staff share books with children, individually and in small groups. Children have the opportunity to develop their counting and number recognition skills daily. For example, they count out the cups at snack time and count children when they line up. Children also enjoy feeding numbered apples to 'Terry the Tyrannosaurus Rex'.

Children are developing an excellent sense of how to stay safe within the setting. Staff treat children with genuine warmth and positive regard, promoting children's self-esteem, confidence and sense of belonging. Children have positive relationships with staff and each other and are developing the skills needed to work together with their peers. Behaviour is very good and children play harmoniously together, for example playing together in the role play area, holding hands to 'go to the shops' and play with the baby dolls. They persist in activities of their own choosing and confidently seek out adults for support and a cuddle. They are learning about the wider world and are developing respectful attitudes to others. Children are helped to learn songs in other languages, reflecting the diverse nationalities of the children attending the setting. Staff learn words in children's home language to encourage communication and promote children's sense of belonging. The needs and wishes of all children and their families, including those with special educational needs and those learning English as an additional language, are fully addressed. All experiences are available to all children.

Children show an understanding about healthy lifestyles. They adopt good personal hygiene routines. They are supported to access tissues, drinking water and aprons when required and wash their hands before snack and lunch. Children engage in a wide range of physical activities outside, such as riding a range of wheeled vehicles, blowing bubbles and digging in the garden. Children's understanding of the importance of a healthy lifestyle is further enhanced by staff helping them to learn about healthy eating. For example, they are provided with snacks which include fresh fruit and vegetables, and staff support parents and carers to provide healthy options when children stay for lunch.

## 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

<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	1

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

<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	1
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	1
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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### Outcomes for children in the Early Years Foundation Stage

<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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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