

The Tree House

Inspection report for early years provision

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Type of setting	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*.

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Description of the setting

The Tree House nursery registered in 2007. The nursery operates from two rooms on the ground floor of a converted residential building. It is situated in Winchmore Hill within the London Borough of Enfield. The nursery has access to an enclosed outdoor play area.

The nursery is registered on the early Years register. A maximum of 22 children in the early years age group may attend the nursery at any one time. The nursery is open Monday to Friday, from 8am to 6pm, for 49 weeks of the year. There are currently 37 children in the early years age range on roll. Of these, 15 children receive funding for nursery education. The nursery supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs eight staff and a cook. All staff hold appropriate early years qualifications. Of these, one is a qualified teacher and another holds Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy, settled and enjoy their time in the busy and child-friendly environment. Staff have a good knowledge and understanding of the Early Years Foundation Stage and deliver activities well to ensure learning takes place. Overall, systems for observing, planning and assessing children's learning are in place. Partnerships with parents are very positive but, staff do not fully include parents in children's continuous learning and development. The nursery demonstrates a strong commitment to reflective practices, in order to improve outcomes for children.

What steps need to be taken to improve provision further?

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

- use assessment to plan the next steps in a child's developmental progress and regularly review this approach
- involve parents more in their children's learning and development by further developing the two-way systems of communication.

The effectiveness of leadership and management of the early years provision

Good procedures are in place in order to help ensure that children are safeguarded at the nursery. Staff understand what to do if they have any concerns relating to child protection. Recruitment procedures are strong and all staff are vetted to ensure their suitability to work with children. Staff supervise children's activities very well. Through their vigilance and explanations they help children appreciate the risks that are present in their day-to-day lives. Children are also kept safe as systems for addressing safety issues are in place. For example, risk assessments and daily safety checks are completed, in order to ensure that children can enjoy an environment that is safe. Comprehensive records, policies and procedures are in place and are shared well with parents and reflect current legislation. For example, parents provide written consent for medical emergency treatment, which is essential for the event of any child needing medical attention.

The leadership and management of the provision is good because of ongoing reflective practice. This enhances children's welfare and results in a highly focused and motivated staff team. The manager is eager to continue to develop the nursery and make improvements. For example, all recommendations from the last inspection have been addressed. Staff take part in a process of critical reflection enabling any weaknesses to be identified and addressed. There are systems in place to appraise staff and identify areas for professional development. Staff take part in regular training to improve their skills, knowledge and implement exciting activities for the children.

The nursery has a range of resources, which are of good quality and are attractively presented, in order to encourage children to take part. The resources are used well to achieve the aims and objectives of the planned activities. Staff are skilled and experienced at asking open-ended questions, to make children think for themselves and to stimulate their thinking. Staff work well as a team and are clear on their roles and responsibilities, within their designated areas. The organisation of the environment is conducive to learning and safe ensuring that children are well cared for.

Inclusive practice is promoted well within the nursery. Through discussion, the manager demonstrates a clear understanding of the need to develop effective links with other professionals when the need arises. For example, when supporting children with special educational needs and/or disabilities, she would seek assistance from other professional agencies to ensure they make equal progress in their learning and development. The nursery has developed successful relationships with local schools within the area and staff attend meetings to plan for the smooth transition for children who will be moving onto school. Children are encouraged to develop a strong sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and a sense of belonging.

Positive relationships are established with parents to ensure their children's needs are met. Parents are invited to meet with staff to discuss their children's

achievements but opportunities for sharing information about children's learning and assessment are not fully utilised at present. Newsletters keep parents well informed about all aspects of the nursery routine and events. In addition, staff use a daily communication book for the babies so that staff can effectively share information about their routine and care needs. This provides reassurance and actively involves parents in the care of their children. Parents speak very positively of the nursery, describing it as a 'home from home' and hold the management and staff team in high regard.

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

Children make good progress in all areas of learning and development and staff structure the day flexibly. They make full use of the indoor and outdoor environment, in order to maximise opportunities for children's good progress and enjoyment. Planning is flexible, responding to children's individual interests, their starting points and their capabilities. Staff progress children effectively in their learning through the use of observations, reflections and planning. Plans and assessment profiles are for the most part, clearly written and regularly reviewed to ensure children's individual needs are effectively met.

The nursery is fully inclusive and staff use visual timetables to support and develop children's communication, language and understanding in daily activities and routines. Children are developing their early writing skills. They have good opportunities to write for different purposes and have good access to a range of writing resources which they select independently. Staff talk and engage children as partners in conversation, allowing children to initiate discussions, showing interest in what they are saying. This also promotes and builds children's self-esteem and confidence. Children are learning about the wider world through exploring the environment, craft activities, stories, music and everyday discussion. For example, colourful art displays show children's preparation and participation in events, such as the Diamond Jubilee, Olympic Games and painting flags from around the world. Children have good opportunities to develop their creativity as they make father's day cards, using a variety of materials. While making play dough, children learn to measure and count to develop their early mathematical skills. Also, they experiment with different textures when dry flour becomes wet and sticky and then forming into soft dough. This helps to promote their sensory skills.

Babies show they are secure and settled as they enjoy hugs, cuddles and are individually settled for their naps. Babies snuggle into staff as they are held comfortably during bottle feeding. Lunch time is a social affair when the partition doors are opened between the rooms and all children enjoy a social and relaxing mealtime. Experiences provided together with the resources available and interaction from staff, help to ensure children develop very good skills for the future.

Children benefit from regular fresh air and exercise, which helps to develop their

physical skills during outdoor activities and play. For example, they confidently use a range of outdoor equipment to jump, climb, slide and balance, thereby developing their large muscles and coordination skills. Children are provided with snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits and a variety of freshly cooked meals, such as fish pie, broccoli and peas. Children have good access to fresh drinking water which they can help themselves to when they are thirsty. Hygiene procedures are thorough, to prevent the spread of infection.

Children learn to keep safe as staff give gentle reminders to children while they play. Children also learn how to keep safe in the event of a fire as emergency evacuation of the premises is practised. Children's behaviour is very good. They are happy and settled and their self-esteem is very well fostered through the praise and encouragement that is continually given by staff. They learn to share and take turns and are considerate of each other as they build friendships with their peers and share warm and caring relationships with staff.

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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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

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	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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