

# Treehouse Nursery Schools Limited

35 Woodbine Place, Wanstead, London, E11 2RH

<b>Inspection date</b>	15/01/2013
Previous inspection date	21/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- There are caring relationships between children and all staff, particularly key persons. Children's behaviour is good and they are settled and secure.
- Staff provide a good variety of interesting and stimulating activities to promote children's progress in all areas of learning.
- The nursery fully meets all requirements for keeping children safe.
- There are effective systems in place for performance management. These enable staff to clearly understand their role and responsibilities and develop their professional practice.

### It is not yet outstanding because

- Observations of children are not consistently analysed to effectively identify and plan for the individual next steps in children's learning.
- Use of home languages is not fully explored in order to support the language development of babies who are bi-lingual or for whom English is an additional language.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed activities in all of the different playrooms. A shared observation of a planned activity was achieved with the manager.
- The inspector held meetings with the manager and operations manager and talked with several members of staff, including key persons.
- The inspector looked at some children's learning journals and at a representative range of the nursery's documentation. This included the nursery's planning and a sample of policies and staff development records.
- The inspector also took account of the views of parents spoken to on the day and given in response to the nursery's parent questionnaire.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

Treehouse Nursery Schools Limited registered in 1996 on the Early Years Register. It operates from a converted school building in Wanstead in the London Borough of Redbridge. All children share access to playrooms and enclosed outdoor play areas.

The nursery employs 34 members of childcare staff. Of these, 20 hold appropriate early

years qualifications at level 3 and above, including three who hold Early Years Professional Status or Qualified Teacher Status.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6.30pm. Children attend for a variety of sessions. There are currently 161 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who are learning English as an additional language.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- analyse the information gained through observation and assessment to consistently identify children's next steps in learning and demonstrate how these are incorporated into planning
- support children who are bi-lingual or for whom English is an additional language by learning and using key words in their home language in the setting and accessing other resources that use their home language.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children of all ages happily enjoy a stimulating programme of activities, which support them in making good progress in relation to their starting points. Rich experiences and resources which cover all seven areas of learning and development are on offer both indoors and outside. Children clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. They demonstrate a positive approach to learning, supported by the cheerful interactions of the practitioners caring for them. Attentive staff play alongside the children offering gentle support and encouragement. They extend children's learning through careful questioning, while giving them the space to explore and develop their own ideas. Information gathered by the key person provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Learning journals that include photographs and observations are in place for all children and these highlight the development they are making. However, analysis of observations to identify children's individual next steps in order to inform

planning is inconsistent. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Parents are actively involved in contributing to their children's development through daily discussions.

All children are developing good communication and language skills. Babies laugh, vocalise and move their bodies to the regular beat of the music. Younger children join in action songs, smiling and copying staff. Older children are confident speakers. They introduce themselves and ask questions of visitors, such as, 'What is your name?' They enjoy independently selecting books and acting out stories, using puppets as prompts. Children use new vocabulary, using the term 'recipe' and naming the ingredients they are using as they participate enthusiastically in a planned cooking activity. Where children are learning to speak English as an additional language, staff focus well on their communication and language skills so that they, too, achieve close to expected levels of progress. However, there are less opportunities for children who are bi-lingual or for whom English is an additional language to use their home language in the setting.

Older children regularly visit the nearby library and local park. This helps to develop their understanding of the wider world. Pre-school children gain an understanding of technology as, supported by staff, they use an interactive whiteboard to explore literacy and mathematical programs. Babies are curious about the toys, which have buttons and make a noise. They smile as the toys light up and produce sounds as they touch buttons. This helps them develop an understanding of how things work. Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give babies and young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

### **The contribution of the early years provision to the well-being of children**

Children share warm relationships with each other and the approachable and friendly staff. They receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. Their move from the home into the nursery is managed well through the effective settling-in process. This continues throughout the nursery as children move on to different rooms. They explore the next stage with their key person to help them to become familiar with these changes. As a result, all babies and children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance when needed. They have a positive approach to new experiences, as well as organised routines that help them to feel secure and confident. Children's care routines are carefully monitored and information such as sleeping patterns, eating and nappy changing routines is shared with parents. Children behave well as they are secure and happy in the nursery. Children respond well to the clear boundaries set for them. Very young children hear gentle reminders to say 'please' and 'thank you'. Older ones are particularly well mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example tidying away equipment before moving

indoors.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Children enjoy nutritious meals, which are freshly prepared on the premises to meet their individual needs. Children follow routine hygiene practices such as washing their hands before eating. From a young age, children explore how to fasten clothing, including shoes. As a result, older children achieve good independence in hygiene and managing their personal care. Children learn about safety through regular fire evacuation practice. These measures mean children enjoy their nursery experiences and have some emerging skills to underpin their eventual move to school.

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

The management and room leaders have a good understanding of the safeguarding and welfare requirements and these are met well throughout the provision. Procedures for safeguarding children are good as staff understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures provide information about staff suitability. In addition, effective induction procedures support their developing knowledge of the setting's policies and procedures. Staff have regular safeguarding training to update their knowledge. A significant number of staff hold current paediatric first aid certificates so that they can attend to a child in the event of an accident.. Staff understand their responsibilities to provide safe play environments for children. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

The manager and her team demonstrate a good understanding of the Early Years Foundation Stage and their responsibility to promote the learning and development of all children. Staff receive ongoing support from the leadership team, through observation, monitoring, supervision and appraisals. In-house and external training provide varied opportunities for further staff development. Staff have good opportunities to take responsibilities in key areas and supervisory roles within the nursery which extends their knowledge and skills. The manager uses regular staff meetings to discuss and share any ideas and practice issues.

Partnership with parents is effective. The nursery team is welcoming and provides a range of opportunities for parents to be involved in their children's learning and attend social events. Verbal and written feedback from parents demonstrates that most are pleased with the provision. The nursery shares good relationships with local schools, other professionals and local groups, which supports children's continuity of care and transitions well.

The enthusiastic and motivated leadership team demonstrates a strong commitment to driving improvements. Through discussion, they are able to identify what they do well and target areas for future development. These include developing resources and providing

further training opportunities for staff. They are using their written self-evaluation to help to identify and drive these improvements. Parents, children's and staff feedback are also used to help improve and develop services.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	128519
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	896990
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	132
<b>Number of children on roll</b>	161
<b>Name of provider</b>	Tree house Nursery School Limited
<b>Date of previous inspection</b>	21/02/2011
<b>Telephone number</b>	020 8532 2535

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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 4234, or email [enquiries@ofsted.gov.uk](mailto: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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

