

Tiny Toez @ Treehouse

Treehouse Childrens Centre, Dawlish Drive, STOKE-ON-TRENT, ST2 0HW

Inspection date	01/10/2013
Previous inspection date	03/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- Children are happy and relaxed within this warm and welcoming nursery. They form strong attachments with staff, who show them genuine warmth and regard for their well-being.
- Effective partnerships with parents and other professionals means that there is a united approach to meeting individual children's needs, extending their learning and helping them to develop relevant skills for future learning.
- Children make good progress in their development because staff provide challenging and interesting experiences that stimulate and meet their individual needs well.
- Robust recruitment procedures and a successful induction procedure means that children are cared for by knowledgeable and capable staff, who are skilled in promoting children's welfare and safety to a high standard.

It is not yet outstanding because

- There is scope to enhance children's awareness of safety further so that all children understand about practising the fire drill.
- The monitoring of staff performance does not always sharply focus on the impact of teaching. Consequently, there is scope to develop the already good practice and maximise children's enjoyment and learning in all activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to the children, staff and parents and held discussions with the management team.
- The inspector observed free play, focused activities, outside play and meal times.
- The inspector went into the individual rooms of the nursery.
- The inspector examined children's learning journey records and the planning and assessment procedures.
- The inspector checked evidence of suitability of staff working with the children, the provider's written policies and procedures and self-evaluation documents.

Inspector

Jennie Dalkins

Full Report

Information about the setting

Tiny Toez @ Treehouse registered in 2009 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated in a purpose-built building in Bentilee, Stoke-on-Trent, and is managed by a private provider. The nursery serves the local area and is accessible to all children. There is an area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, including one member of staff with a foundation degree. The other two members of staff are currently working towards a recognised qualification.

The nursery opens Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 103 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's understanding of safety by, for example, varying the times of the fire drill so that children who only attend in the morning are able to practise how to respond in an emergency situation

- enhance systems to monitor staff practice to ensure they are sharply focussed in order to disseminate the very good practice to benefit all children.

Inspection judgements

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

Children are excited and enthusiastic in this vibrant nursery. They show that they feel secure and settled as they help themselves to toys and resources and chat to staff confidently. Toddlers seek out staff to join in their imaginative play, inviting them on a trip to the seaside as they make a train out of large crates, which they have lined up on the ground. They have great fun as they engage in make-believe in the role play area, getting in and out of the sleeping bags as they pretend to camp in the tent and use the binoculars to look for birds. The environment is very well resourced to support their play and consequently, they enjoy rich imagination as they really get involved in their play. They

also enjoy taking part in some excellent adult-led activities, exclaiming with glee as they see how lemonade mixes with salt and causes an explosion. This encourages them to enjoy exploration and develops their understanding of how things work.

Babies explore their senses as they investigate treasure baskets and play in water and sand. They enjoy snuggling up for stories and being held for milk feeds as staff offer them lots of cuddles and genuine affection. There is room to crawl and develop their physical skills, as staff ensure the room is effectively laid out for both mobile and non-mobile children. Staff encourage their babble and respond enthusiastically to them as they start to make recognisable sounds. Communication is effectively promoted throughout the nursery. Staff have attended training on the 'Stoke Speaks Out' programme to support all children with speech and language development and, as a result, there is a high level of awareness around how to support children in this area. Printed word is displayed around the nursery and staff are skilled at helping children with pronunciation and in picking up any delay in speech acquisition. One to one and small group sessions are provided for children who need additional support. A sound bag is used with a variety of objects in that relate to children's particular interests and staff encourage them to select and name the object to encourage vocalisation. A variety of fun and interactive games are also used to continue to develop communication and consequently, those with speech delay rapidly make progress and often catch up with their peers.

Pre-school children confidently speak out during circle time, discussing what they have done at home or sharing favourite songs with the group. Literacy skills are also well developed as they are encouraged to make marks with a variety of brushes and crayons as they paint and draw with paint or even use cooked spaghetti to bend and form into different shapes. This helps them develop early writing skills in a fun and innovative way. Children begin to recognise the letters in their own names as they find their own name card and add this to the self-registration board when they arrive. Books are also regularly enjoyed either in a group or on a one to one basis. Children join in with a story about a favourite dog going on holiday, predicting what will happen next and recalling what the dog has done. Staff are skilled at working with children's interests to ensure all activities engage and stimulate them. For example, as children show an interest in the changing seasons they take them on a nature walk to collect fallen leaves and then use these in a creative activity. Children enjoy the feel of the crunchy leaves and then go on to paint them, before turning them over and seeing the print transfer onto the paper. They are fascinated as they see the lines in the leaf reproduced. They learn concepts, such as 'small' and 'big' as they compare the size of the leaves. Colour recognition is also promoted as they discuss the different shades of the leaves and how they have changed from green to red, orange and brown. Children are fully enchanted with the activity, painting leaves and pressing them down with interest.

Outings to the local shops, dentists and other businesses ensure that children are also a part of the wider community. Children go to buy the fruit for snack time and are encouraged to select and pay for items. This develops their social skills as well as their basic mathematical development as they find the right coins and wait for their change. Visits from members of the community provide further opportunities for children to learn about the world. The police and fire service visit the nursery and children enjoy trying on the policeman's hat and learning about their work in the community. Outside play is

available throughout the day. All children are able to move freely between the indoor and outdoor areas as each room opens up onto the secure outside play area. Children develop good physical skills as they enjoy riding tricycles, using push-along toys and building towers with large bricks. They learn about the natural world as they play in the digging area, experiencing the feel of soil mixing with water as they plant flowers and vegetables. They have lots of fun as they make pies in the 'mud kitchen' and pretend to be mechanics as they use a tool box to 'fix' their tricycles. The wide range of well thought out and stimulating activities engages all ages and successfully develops children's communication skills, promotes their critical thinking and encourages them to become confident learners.

Children learn to share, listen to others and wait their turn with popular equipment as they play together or listen to each other at circle time. This helps them develop key skills for future learning, such as concentration and turn-taking, as well as helping them to be confident in other group settings, such as the classroom. All children are making good progress towards the early learning goals. This also helps to prepare them well for their future learning and the move onto school. Staff make the move to school as smooth as possible by obtaining uniforms and bags from the local schools and using these in the dressing-up area, so that children can play with and become familiar with the items. The nursery also invites reception class teachers to visit and meet the children while they are in a familiar setting. A graduation ceremony is held for the children prior to their move, encouraging them to see the transition to school as a positive and exciting step.

All children's achievements are recorded and the key person for each child regularly monitors their development to ensure that they are continually making good progress. Staff successfully identify ways to help children move forward and use this to inform the planning of future activities. This ensures that planned events are of interest and are challenging to children to promote development. Staff consult with parents at the start of a placement to determine children's starting points and ensure that parents are kept informed as to their child's progress through regular meetings every other month. These are an opportunity for parents to share what they know about their child and contribute to the staff's assessment process. Parents are also able to add in their own observations at any time through the 'wow' tree. They share children's achievements from home and staff put an 'apple' on the 'wow' tree, detailing the child's new skill or ability, such as saying a new word or staying dry at night. This ensures staff are always aware of children's emerging interests and skills, making the planning process more individual and accurate to each child. This practice also provides a lovely way to celebrate children's achievements. Children beam with pride as they stick their apples on the tree for everyone to see.

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

Children are confident and relaxed as staff work extremely hard to build positive relationships to help children swiftly settle. They get to know each child, discussing their likes and dislikes with parents and make considerable effort to ensure children feel welcome and valued. For example, they create wall displays based on children's favourite characters to provide a point of interest for them in their base rooms. This helps them to become involved with their new surroundings and forget their concerns about being left. Parents also slowly build up the time they leave their children, as the nursery provides a

number of 'settling-in sessions' where parents can stay for a while and gradually leave their children for longer periods. Information is collated on the registration forms to ensure that staff are aware of any special requirements. Dietary or medical needs are fully discussed to ensure that all activities are safe and suitable for each child and great care is taken to ensure that children only receive food and drink that is suitable for their individual needs. Colour coded plates are used to identify special diets and staff are extremely vigilant at meal times to prevent any cross-contamination.

Children are kept safe. All exterior doors are kept secure and admission is only possible with staff agreement. Effective risk assessments ensure that all areas and equipment are fit for use. Children also learn how to keep themselves safe. They know how to behave on outings as staff discuss road safety with them and remind them about holding hands and staying together. However, there is scope to enhance children's understanding further, by ensuring all children have the opportunity to practise the fire drill. Children behave well. They know the rules of the nursery and understand that these are in place for their own well-being. For example, they know not to run indoors as they may slip and get hurt. Children are reminded of good behaviour through the use of puppets, by staff who demonstrate the rules at circle time and remind children to be kind and share. Children receive encouragement and praise from the staff throughout the day which effectively builds self-esteem. They show great pride in being chosen as 'star of the day', which is a meaningful experience as it is always linked to their individual achievements. For instance, children receive this accolade for gaining confidence in leaving their parents or for particularly helping out at 'tidy up time'. Any unwanted actions are dealt with calmly and, where required, individual approaches to dealing with difficult behaviour are put in place after discussion with the parents. This helps to ensure that phases of behaviour, such as biting, are dealt with consistently and promptly, protecting the well-being of all.

Children's good health is well promoted through sensible routines and a commitment to a healthy lifestyle. Active play is effectively encouraged with all rooms enjoying free flow to the outside areas. Children spend a large proportion of the day outside, whizzing around on tricycles and push-along toys, playing with bats and balls or making up imaginative games with crates and cardboard boxes. Older children also enjoy regular outings in the community, walking to and from the shops or collecting leaves on nature walks. They enjoy freshly prepared meals, such as chicken and pasta with carrots and peas. Drinks of water are always available and children can help themselves throughout the day. The nursery has achieved an oral health award for its commitment to providing low sugar options and children also learn about how to look after their teeth as they visit a dentist and have mini check-ups as part of an activity around being healthy. They bring back resources, such as gloves and masks from this visit and set their own dentist up in the role-play area where they continue to learn through play. This excellent activity makes learning about looking after themselves fun and interactive.

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

The management team are enthusiastic and keen. They are committed to their roles and genuinely desire the best for every child in their care. They are determined to drive the

nursery forward and have a good understanding of the strengths and weaknesses in practice. Self-evaluation is used to good effect and future goals have been identified to promote continuous development. These are promptly followed up to ensure that children benefit as soon as possible. For example, after identifying that children were not using the outside area due to poor weather, the nursery quickly purchased waterproof boots and coats which all children can use and go out to play. Consequently, children now enjoy the pleasure of splashing in puddles, see the effect of the wind on the flags and instruments outside and benefit from fresh air whatever the weather. The management also reflect on the indoor spaces and regularly carry out room observations. These are used to ensure that children are accessing all the resources and that staff are effectively deployed. Annual appraisals are in place to discuss strengths and weaknesses in practice and to identify any training needs. However, managers do not always focus sharply enough on the impact that individual staff have on children's learning, identifying where teaching is exemplary or could be improved. As a result, there is scope to monitor staff practice further by sharing best practice and bringing about even richer learning experiences for children.

Staff are well qualified. They attend regular training and are all required to complete key courses, such as safeguarding, first aid and behaviour management. New staff benefit from a full induction, which ensures they are quickly aware of the routines, policies and procedures that apply to the nursery. The educational programme is well monitored. Managers and room leaders use effective tracking documents to ensure that children are covering all the areas of learning and that all children are making good progress. Where gaps are identified, staff are quick to respond by providing focussed activities to help children develop their skills. Consequently, all children are making good progress towards the early learning goals.

Safeguarding is highly prioritised throughout the nursery. Robust recruitment procedures ensure that staff are suitable to work with children. Written procedures are fully understood by both new and more established staff members as the manager regularly quizzes them about the signs and symptoms to look for and how to report concerns. The nursery has excellent written policies in place to underpin good practice and the safeguarding co-ordinator is enthusiastic and committed to her role in ensuring the most vulnerable children are effectively monitored and protected. She provides valuable support and training to other staff and is confident in working with other agencies where required. Any visitors to the nursery are required to sign in and are never left alone with children. Children show that they feel safe in the nursery. They know what resources are available and confidently move around to access the toys they want. This encourages their independence and gives them a good sense of freedom. The resources take account of the needs of children who attend and promote an understanding of diversity, with toys and stories displaying a wide range of different backgrounds and abilities. Where children with special educational needs and/or disabilities are identified staff work successfully in partnership with other professionals and parents to ensure that a consistent approach is taken. For instance, they work alongside speech and language therapists delivering focussed games and activities to promote communication. Staff also offer to take children to appointments with other professionals when parents cannot attend to ensure that children do not miss out on vital support. This helps all children to reach their full potential.

Staff build extremely positive relationships with parents and chat to them on a daily basis about their child's achievements and well-being. 'All about me' booklets for each staff member are displayed in the hallways so parents can find out about the staff who care for their children and get to know their child's key person, their qualifications and experience. Activity packs are available for children to take home and share, which enables parents to take an active role in their child's learning. The nursery also provides 'cook and eat' sessions where parents can make a range of nutritious meals on the premises to take home. This superb opportunity promotes open communication between staff and parents as they engage in cooking and are able to chat on a more informal basis. Key policies and procedures are shared with parents, ensuring that they are aware of the standards to which the nursery operates and providing details of how to make a complaint if they need to. Parent comments show that they are very happy with the care provided. They report that their children 'couldn't be in better hands' and 'always come out with a smile'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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 action. 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

Unique reference number	EY387862
Local authority	Stoke on Trent
Inspection number	873929
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	103
Name of provider	Tiny Toez Limited
Date of previous inspection	03/08/2009
Telephone number	01782 260 303

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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, which are usually the childminder's 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.

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