

# Treehouse - Cambridge Park

25 Cambridge Park Road, Wanstead, London, E11 2PU

## Inspection date

Previous inspection date

05/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Successful and supportive home visits from key staff help children to settle well into the nursery.
- The warm and nurturing environment provided by all staff and the highly successful key person system enables all children to establish secure and trusting relationships to promote their well being.
- Staff provide regular opportunities for children to develop their physical skills and confidence in the attractive and well-equipped soft play room.
- Strong relationships with parents help children to make good progress, as staff work hard to ensure there is a joint approach to children's learning between the nursery and the home environment.

### It is not yet outstanding because

- Opportunities for children to explore technology are not fully extended.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all areas of the nursery.
- The inspector spoke with the manager, staff and children.
- The inspector took account of parents' views by speaking to them on the day.
- The inspector looked at policies, risk assessment, children's development records and all relevant documentation.
- The inspector carried out a joint observation with the manager.

## Inspector

Jenny Forbes

## Full report

### Information about the setting

Treehouse Nursery School Cambridge Park registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings owned by Treehouse Nursery School Limited. It operates from seven rooms in a large converted church in Wanstead within the London Borough of Redbridge. There is an enclosed garden for outdoor play.

The nursery opens from 7.30am until 6.30pm Monday to Friday all year round. Children attend for a variety of sessions. The nursery currently employs 16 members of childcare staff, all of whom hold appropriate early years qualifications, including one member of staff with Early Years Professional Status. There are currently 52 children attending who are in the early years age group. The nursery provides funded early education for three and four-year-old children.

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

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

- enhance opportunities and extend resources to support children's interest in exploring and investigating technology.

### Inspection judgements

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

Staff have a secure knowledge of how children learn through play and the quality of teaching is good. Staff have high expectations for the children in their care and are skilled at providing activities and experiences that effectively support their development. There is a good balance of child-initiated and adult-led play based activities that provide effective challenge and stimulation. Children's progress is closely monitored through successful observation and assessment systems. Information gained from these is used by staff to identify the next steps in children's learning. Children's particular interests are confirmed through regular discussion and feedback from parents and are used together with identified next steps to plan appropriately for children's on-going development and learning. As a result, children are motivated and eager to learn, and any gaps in their learning are quickly identified.

Staff regularly discuss children's progress with parents and support them to contribute information about children's learning that takes place at home. This means that staff fully understand the learning and development needs of individual children. For example, when children go swimming with their parents, staff extend their learning and understanding of the world by building a make believe swimming pool in the nursery for children to use in

role play. A wide variety of good quality resources support children's learning in all parts of the nursery. Displays all around the nursery are evidence of how well children are supported to learn in all areas. Children are taught to use simple sign language to aid communication and enhance learning, such as signs for 'food' and 'tidy up'.

Children's communication and language are well promoted as staff engage them in continuous conversation and use open-ended questions to encourage their thinking and decision making skills. Children's physical development is very well promoted as they have regular access to exciting and attractive soft play apparatus. Children are supported in their mathematical development because staff use everyday activities to promote the use of numbers for counting. For example, as children help to tidy away the bricks, staff demonstrate how to count them as they place them in a box.

Children are enthusiastic as they explore and investigate the properties of raw ingredients they use for making play dough. Children pour and mix flour, water, salt and oil and add colouring and glitter to represent fireworks. They look at a book about bonfire night to stimulate their imagination. Many areas of learning are involved in this activity. They learn new words like 'gooey', and staff ask open ended questions such as, 'how does it feel?'. Children enjoy mixing the dough with their hands and discover with fascination how the ingredients come together to form the finished product.

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

Children form secure attachments with their key persons. Staff are sensitive and attentive to their individual needs. Babies feel safe and content as they cuddle up with staff for a story. They sleep according to their needs and are comforted when upset. Children's comforters, kept within reach, help them remain settled and secure. Home visits help children who are new to the nursery become familiar with staff, and strong partnerships formed with parents help children to feel secure. Staff develop a good understanding of children's individual likes, needs and care routines through spending time with parents during settling in visits. Caring staff sing and chat to babies when changing their nappies to help them feel relaxed and content. Nappy changing is hygienic and discreet and all children are checked to ensure they remain clean and dry at all times. Older children learn to be independent as they manage their own care needs. They learn to wash their hands before eating, after using the toilet or engaging in messy play.

Babies and children enjoy freshly cooked, well-balanced and nutritious meals and relish the independence of learning to serve their own food and feed themselves. Children struggle to pick up a potato with their fork and call out with pride 'I did it' when they succeed. They set their own places at the table and learn useful skills for the future. Staff are careful to ensure that children with allergies or dietary preferences receive appropriate and safe food by carefully planning their meals and following strict procedures. Babies and children learn to keep themselves safe as they crawl or climb on the indoor play equipment in their room and take well supervised risks which promote their development. They have frequent opportunities to exercise in the fresh air when they are taken to the park or play in the garden.

The nursery environment is welcoming and attractive to children. The rooms are airy, bright and well decorated with child friendly and calming designs. The good quality resources are stored at child height and are accessible for all children to self-select. Children's behaviour is good in the nursery as they are constantly engaged in interesting learning activities. Staff use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour. Music and singing can be heard in every room of the nursery and children dance and recite nursery rhymes.

The safety of children is of paramount importance to the nursery staff. All visitors to the nursery must sign in and out and closed circuit television surveys the outside areas. Staff ensure that all children are accounted for as they operate a head count system as they move between different areas of the nursery and children wear high visibility jackets for even the shortest of journeys. As children grow older and move up through the nursery, familiar staff move with them to ease their room moves. Children leaving the nursery to go to school experience an end of term 'graduation' and wear child sized gowns and caps to celebrate their achievements. This supports their self-esteem well.

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

The management team and staff have a clear understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. All the necessary documentation for the safe and efficient management of the nursery is up to date and well organised. Staff ratios and qualifications are well maintained and the nursery has access to qualified temporary staff for times when core staff are absent. Robust risk assessments are carried out to minimise hazards and the premises are secure. As a result, children can play and learn in safety. Children are effectively protected because staff have a secure understanding of safeguarding procedures and know what to do if they are worried about a child. The clear safeguarding policy includes procedures to restrict the use of mobile phones. Whistle blowing procedures ensure staff can raise concerns if needed. Recruitment, induction and probationary procedures are robust and background checks are completed for all staff. This promote children's safety and well-being as staff who care for children have been vetted. Staff and children practise regular fire drills and staff undertake first aid training so they can deal with minor injuries should the need arise.

Staff management is of a high standard as all staff receive regular individual support and supervision. The manager and room leaders observe staff performance and support staff to maintain consistency across the nursery. The management team monitors the educational programmes and carries out daily checks to ensure it is effective in meeting the needs of the children. Staff track children's progress to ensure that any identified gaps in children's learning are quickly closed. Any concerns regarding children's development are discussed with their parents and appropriate measures for intervention put in place through close links with other professional agencies. Children benefit from this strong continuity in their care and learning.

Parents are well supported by staff and are invited to contribute to the life of the nursery. Parents and other family members speak highly of the nursery and are eager to praise staff for the kindness and care shown to their children. Parents know they are welcome in the nursery at any time should they want to discuss their children's progress and see their developmental records. Staff send contact books home in children's bags provided by the nursery. These books record younger children's care routines and parents are invited to contribute their own comments. Parents' and children's comments are used to inform the self-evaluation of the nursery. The management and staff discuss improvement plans at fortnightly team meetings where action plans are reviewed. The management and staff team demonstrate a strong drive for improvement and are continually making adaptations and changes to the building, resources and systems to ensure they are meeting the needs of the children. Moves are effectively managed within the nursery, and when children transfer to school. Staff forge good links with the local schools and staff and parents work together to ensure new settings have full details of children's skills and abilities.

### **The Childcare Register**

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

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

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY458236
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	919203
<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>	116
<b>Number of children on roll</b>	52
<b>Name of provider</b>	Tree house Nursery School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07947 454451

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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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Piccadilly Gate  
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