

The Tree House Forestry Pre-School & Out Of School Club

The Education Room, Norsey Woods, Outwood Common Road, BILLERICAY, CM11 1HA

Inspection date	01/04/2014
Previous inspection date	Not Applicable

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

- Teaching is effective as staff have a strong understanding of the children's individual interests and capabilities. This means children are making good progress from their starting points.
- There are superb opportunities for children to investigate the natural world and take part in interesting physical challenges while taking part in outdoor activities.
- Children enjoy positive relationships with staff. Therefore, they are keen to learn and rapidly grow in self-assurance.
- Children are protected as staff are vigilant and have effective strategies in place concerning the security and safeguarding of children.

It is not yet outstanding because

- The pre-school has recently introduced new assessment arrangements and these are still to be fully embedded and consistently shared with parents.
- There is scope to enhance the partnerships with other early years professionals, when children attend more than one setting, to fully promote continuity in learning and ensure staff have a clearer all-round picture of children's development.

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 the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the provider, manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of suitability and qualifications of the staff, self-evaluation, risk assessments and policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day and from references obtained by the pre-school.

Inspector

Patricia Champion

Full report

Information about the setting

The Tree House Forestry Pre-school and Out of School Club was registered in 2013. It is privately run and managed by The Tree House Premier Childcare Limited. The setting operates from the Education Rooms in Norsey Woods in Billericay, Essex. The pre-school serves the local area and the out of school club serves children attending five local primary schools. The setting operates from two playrooms and there is an enclosed area available for outdoor play. The extensive woodland surrounding the premises is used to deliver activities using the Forest School approach. The pre-school and out of school club opens Monday to Friday all year round. Sessions run between 7am and 7pm. There are currently 24 children attending who are within the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. The out of school club provides care for children aged between five and 11 years. There are 20 children currently attending the out of school club. There are six staff working directly with the children, all of whom have an appropriate early years or teaching qualification. The pre-school receives support from the local authority. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- monitor the implementation of the new assessment processes to support individual children's learning and development, and ensure that clear and concise information is provided for all parents so they can support children's learning at home
- strengthen the arrangements for sharing information and partnership working with the other early years settings that children attend in parallel with the pre-school, in order to fully support children's learning and development.

Inspection judgements

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

Teaching is good because the staff demonstrate a secure knowledge and understanding of how to promote young children's learning and development. As a result, the pre-school provides a highly stimulating learning environment where children learn through following their natural curiosity. Areas of learning are very well resourced and the activities are designed to engage the interest of the children and to allow them to investigate for themselves. The staff show a good understanding of the Early Years Foundation Stage and skilfully combine it with the Forest School approach to provide imaginative and varied experiences to meet the needs of all children. There is a good blend of child-initiated and adult-supported play. For example, children work cooperatively together as they help a

staff member to make a tepee from natural resources they discover in the woodland. They find the straight poles for the frame, measure and compare lengths and offer suggestions about how it is constructed. Children also concentrate well and for long periods of time on activities of their own choosing. They quickly become independent and confident when choosing books to read for pleasure and play imaginatively with small world figures or role-play props and resources.

Children are becoming very well equipped with the skills they need in readiness for starting school. They listen attentively to staff at circle time and confidently share their knowledge when they observe and talk about the date and the weather. Staff use careful questioning to elicit interesting answers and increase vocabulary. This means that children are becoming confident communicators. They are skilfully encouraged to listen and to respond to a favourite rhyme of their choosing and enthusiastically clap and sing at the tops of their voices. Children develop their early writing skills using chalk, pencils and pens. The older children adeptly write their names on their work and link letters to their phonic sounds. A good range of activities are planned to promote children's mathematical and problem-solving skills, both indoors and outside. Children successfully develop their understanding of the world by discovering wildlife and experimenting with technology, such as cameras and electronic tablets.

Although children have only been attending the pre-school for a short while, they are already making good progress. The staff team effectively use sensitive observational assessments to plan activities that motivate and challenge children. The key persons have completed initial assessment reports in collaboration with parents. This means they are fully informed about children's starting points and the areas where children may need additional support. The pre-school has very recently started a new computerised system for observation and planning, which has yet to be fully implemented. However, through discussion and previous documentation they demonstrate that they use the information from observation well to make sure that children achieve as much as they can. The pre-school works closely with parents because they recognise and value the role parents play in supporting their children's learning and development. Information is provided by parents about children's particular interests and this helps staff to plan activities to meet individual needs. Although information about daily activities is displayed, and verbal feedback is given to parents about any special achievements that day, the staff recognise that there is scope to improve the information shared through the new assessment arrangements.

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

Children are happy and relish in their time in the pre-school because they form close bonds and emotional attachments with their key persons. Children are warmly welcomed and helped to settle quickly and to feel safe and secure after the handover from parents. Plenty of information is gathered from parents when children start, to ensure that the key persons can meet each child's individual needs. The pre-school has developed successful systems for liaising with local schools and prepares children well for their transition to school. Children attending the out of school club make friends easily and mix well with children from other schools. The staff work hard to ensure that the care of older children

does not adversely affect any younger children attending the pre-school.

There is a calm and purposeful atmosphere throughout the pre-school as children engage with interest and enthusiasm in the well-prepared activities. Children respond eagerly to staffs' suggestions, are familiar with the routines and very willing to help with simple tasks, such as laying the tables for meals. Children behave well and effectively learn to share resources with others and to play cooperatively. Praise is used to acknowledge children's efforts and this has a positive effect on building children's self-esteem. Resources are readily accessible for all children, enabling them to become active learners through making their own choices and developing independence. Sustainability is promoted through the staffs' understanding of the need to be resourceful and not to waste materials. This awareness is shared with the children, who are encouraged to be respectful of the equipment as they use natural woodland resources and recycled items imaginatively in their activities.

Very good opportunities are in place for children to engage in a wide and varied range of physical activities and to develop their understanding of healthy eating to form lifelong habits. Children have excellent opportunities to be active in the fresh air. They are exuberant in their play and thoroughly enjoy being energetic as they run, chase each other or climb and balance on logs and trees. Well-balanced snacks are provided and children talk about the food that is good for them when they learn to open and manage their lunch boxes. Drinking water is accessible at all times to ensure that children do not become thirsty. Nutritious light meals are provided during the after school sessions and parents are kept fully informed about the menus. Staff are fully aware of any allergies or special dietary requirements so they can meet individual needs. In addition, staff hold food hygiene certificates and act on recommendations from the environmental health officer to ensure they prepare meals safely. Children are developing a very good understanding of how to keep themselves safe. They wear high visibility jackets so they know they can be easily seen in the woodland areas. They receive high quality explanations from staff of what is acceptable and unacceptable risk, such as following the rules for being safe around the pond. Children are involved in the risk assessments and discuss and learn about keeping themselves safe when they safely climb trees. Members of staff are always on hand to observe and support children in their challenges. This means that all children contribute positively and show a strong sense of security and belonging within the setting.

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

The leadership and management of the pre-school is effective. There is a strong team spirit and everyone is conscientious and committed when caring for the children and meeting their individual needs. There are robust arrangements for maintaining all the required documentation that ensures the smooth running of the setting. The provider has recently reviewed and updated the policies and procedures; these are shared with staff and parents. This means that children are safeguarded effectively because all staff are aware of child protection procedures and know how to implement them to protect the children in their care. All staff undergo the appropriate background checks to confirm their suitability to work with children. Risk assessments are comprehensive and meticulously

maintained. The staff carry out and record hazard checks on a daily basis, to help safeguard the children. For example, they carefully inspect all items of outdoor equipment prior to their use by the children. They follow rigorous safety procedures whenever the children move outside the setting, for instance when children go on woodland walks or when they look for wildlife swimming in the pond. There are safe and reliable arrangements in place to take and collect children, attending out of school care, to and from their primary schools. Children are transported by electronically assisted bicycles, which are frequently serviced and driven by staff holding full driving certificates.

Self-evaluation processes are developing well. Even though the pre-school has been running for a relatively short time, a well-targeted and comprehensive action plan has been implemented. Additional staff have recently been recruited and this means that the required qualification levels are effectively met. The enthusiastic staff team have a strong sense of purpose to bring about further improvement. Supervision and appraisals take place to enable them to effectively identify training needs and secure opportunities for professional development. In addition, staff can approach management at any time and have regular meetings to discuss any issues around the children they care for. Effective organisation of the children's day includes changes of activities and a pace that keeps the children interested and motivated. The manager and staff have recently started to strengthen the already good arrangements for monitoring children's progress. As a result, they are currently implementing a new computerised observation and planning system which is encouraging a cohesive approach to children's learning between staff and parents. This will also give management and staff a clearer picture of any gaps in the children's learning.

The partnership with parents and carers is friendly and helpful. The staff maintain up-to-date notice boards so that parents can see the essential certificates that promote children's safety. In addition, the informative website, a range of helpful leaflets and informal meetings all help to maintain a very positive dialogue between staff and parents. This is enhanced by formal consultations with parents about their children's progress and development. Parents are invited to give their views and suggestions. They say they really appreciate how sensitively the staff have helped their children to settle into the pre-school. There are close links with teaching and management staff in the nearby schools, to promote continuity in children's care and learning when they attend full-time education. However, links with the other nursery settings, that some children also attend, are not yet fully established. This means that a minority of children are not fully supported in their all-round progress and development.

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
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

Unique reference number	EY473333
Local authority	Essex
Inspection number	960602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	44
Name of provider	The Tree House Premier Child Care Ltd
Date of previous inspection	not applicable
Telephone number	07944176998

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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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