

Treehouse Pre-school

41 Exeter Road, Exmouth, Devon, EX8 1PU

Inspection date	21/07/2014
Previous inspection date	23/01/2012

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 learn well in an enabling, well-resourced environment that fully promotes their independence because the quality of teaching is good.
- Children are very happy and relaxed within this warm and welcoming pre-school. They form strong attachments with staff because of the genuine care and attention they receive.
- The partnership with parents and outside agencies is good. Staff are skilled in sharing relevant information regarding child development, ensuring that children's needs are met.
- Leadership and management is good. There is a strong team ethos and safeguarding procedures are effective. This supports the smooth running of the pre-school and ensures children's safety and well-being at all times.

It is not yet outstanding because

- Staff do not extend children's learning by encouraging them to identify and describe shapes that they see and use in their play.
- Children with English as an additional language are not able to hear and use their home language in their play.

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 children in both play rooms and in the outside space.
- The inspector spoke to staff, parents and the manager at appropriate times throughout the inspection.
- The inspector sampled documentation including children's learning documentation, staff files, policies and risk assessments.
- The inspector took account of the setting's self-evaluation form.
- The inspector offered the manager the chance to take part in a joint observation.

Inspector

Katherine Lamb

Full report

Information about the setting

Treehouse Pre-school opened in 1999 and is run by a voluntary committee. It operates from a double mobile unit within the grounds of Exeter Road Primary School, in the coastal town of Exmouth in Devon. Children have access to two classrooms, outdoor play areas and the school hall when available. It is open each weekday from 9am to 3.15pm during term-time. Children may arrive at 8.45am and stay until 3.30pm by arrangement. The pre-school is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend the pre-school at any one time. There are currently 52 children in the early years age range on roll, aged from two-and-a-half to under five years. The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language. There are seven members of childcare staff, plus an administrator. The manager is a qualified teacher and has achieved Early Years Professional Status. In addition, four staff are qualified to at least level 3, one is qualified to level 2, one staff member is working towards level 3 and one is unqualified. The pre-school provides funded early education for two, three- and four-year-olds.

What the setting needs to do to improve further

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

- provide opportunities for children to identify and describe shapes during their play
- strengthen the provision for children with English as an additional language so that they are able to use and refer to their home language in their play.

Inspection judgements

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

Children at the pre-school are making good progress in their learning and development as staff know them well. Staff gain a lot of information from parents when their children first begin at the pre-school and use this effectively to support them in formulating a baseline, starting-point assessment. Staff have a good understanding of how children learn and they plan exciting and motivating activities for them that focus on next steps in their learning and capture their interest. They understand that children learn well from first-hand experiences. Staff strive to provide as many of these as possible to further extend and enhance children's learning so they are well prepared for their future learning. Planning effectively supports individual children in their learning and development. Staff make regular observations of children's learning and accurately assess their level of achievement across all areas of development. This means that any gaps are identified

promptly and targeted effectively through good teaching and relevant activities. The progress check at age two highlights children's growing personalities and areas for their development. Children make independent choices about their play and seek out their friends to share experiences. For example, children freely chat to each other as they play with construction blocks using animated language as they talk about what they are doing. Children show curiosity as they engage in activities. For example, they are interested to see what they can find in the outside space using the magnifying glasses. Children talk to each other about the bugs that they have found and work well together taking turns as they excitedly find different creatures. There is generally a good balance of adult-guided and child-led play. For example, staff have set out a painting activity that allows children to use cars and other vehicles to make marks with the paint. Staff also allow children to paint their own pictures. Children use this opportunity to paint pictures for family members, and staff are quick to praise them saying 'look at all those lovely shapes in your picture'. However, staff then miss the opportunity to extend children's learning by discussing with them the shapes that they can see. Children happily sit for song time when they first arrive. They are able to choose props from a song bag and all children are given the opportunity to choose or take part in a song. Staff also use this time to encourage children to learn about turn taking and sharing with their friends. Children with English as an additional language are generally supported well. For example, staff use simple sentences, hand gestures, body language and picture cards to communicate with them. However, staff do not always use key words from the children's home language with them as a way to communicate, help them settle and understand daily routines. This means that at times there can be confusion from the children as they are unsure of what is expected of them. Children's learning is well supported outside. Staff have set up a word hunt game where children search for different letters in the garden to make up the words that they have on their letter cards. Children are praised for staff for their good concentration skills during this activity and for trying to sound out the different letters that they have found. This means they are beginning to understand that text carries meaning and appreciate reading as a pleasurable pastime. Children have opportunities to learn about technology using a programmable toy. Children understand that they need to push the buttons on the toy to make it move across the mat and they are excited to see where it goes. Preparing children for school is a strength for the pre-school. They provide children with opportunities to familiarise themselves with their new school, such as meeting their new teacher and taking them to visit their new school. Staff understand the importance of working closely with parents. Parents are encouraged to review their child's progress with their key person at parents' meetings and they receive regular communication from the setting through daily books, newsletters and discussions. The pre-school has also recently introduced 'wow moments', where children take home certificates of achievements to share with parents. As a result, partnerships with parents are good.

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

Staff have good relationships with children. Children receive good support for their moves between home and pre-school. The pre-school offers home visits when children start. This gives the family the opportunity to get to know the child's key person in their home

environment. Children are also invited to have visits to the pre-school to meet other children and get to know all the staff before starting. As a result, they begin to forge a relationship right from the start. In addition, detailed information gained from parents enables the care to be tailored to support children's individual well-being from the outset. Practitioners are highly skilled in supporting children to form strong emotional attachments. Consequently, all children display high levels of self-esteem and confidence. Even the youngest children move around independently, choosing their own activities with great determination and maturity. This demonstrates that they have a good sense of security in their environment and are, therefore, well supported to learn and develop. Children's behaviour is good and gentle reminders are given around the use of manners or waiting their turn. Practitioners are quick to praise and build self-esteem. As a result, children develop the self-confidence to participate and experience a wide range of learning activities. This developing confidence is evident in the way that children move from one activity to another, observing the routines of the pre-school and sharing resources amicably. Children share toys, play cooperatively and show care and concern for one another. Practitioners are good role models for the children as they treat them with respect. As a result, the atmosphere in the pre-school is calm, relaxed, respectful and caring. Children are well behaved and respond positively to practitioners. Children understand the importance of washing their hands at appropriate times throughout the day. The pre-school makes good use of routines to promote independence, particularly at snack time. Children have a selection of items available, such as, malt loaf and fruit. They serve their own portion and pour their own drinks. These healthy snack choices support children with an understanding of health and self-care. Staff also use snack time as an opportunity to spend time with their key groups and talk to them about what they have done during the morning and over the weekend. Staff also introduce numbers well as children are encouraged to count cups and plates and work out how many are left when staff take some away. Children have regular access to exercise and outdoor play which promotes a healthy lifestyle. Children take challenging risks as they use their imagination and negotiate the balancing equipment in a variety of ways. Children are also encouraged to move their bodies in different ways which supports their physical development.

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

The manager works closely with her staff team and the result is a harmonious working environment where adults complement each other and children thrive. Staff demonstrate a good knowledge and understanding of safeguarding children in their care, including their role and responsibility in protecting them from abuse and neglect. They know how to look out for signs and symptoms of abuse and can refer any concerns appropriately. The pre-school rarely employs new staff. However, when they do, the manager will adhere to good recruitment and vetting procedures, which includes evidence of suitability checks on staff. Staff receive regular supervision and appraisals from the manager. These are supported by weekly staff meetings to discuss performance and the running of the pre-school. This process ensures that staff have regular opportunities to discuss any areas for improvement. Delegated duties are applied to ensure the pre-school runs smoothly and efficiently. The programme of professional development is good. Detailed written policies

and procedures are in place which reflect the ethos of care and are reviewed regularly to ensure they remain up-to-date with current legislation and practice. Staff ensure the environment is safe, secure and well maintained through weekly safety checks. There are written risk assessments to recognise potential risks within the pre-school and consequently identify steps to minimise them. As a result, children remain safe. The manager and staff team effectively use reflective practice to ensure that the pre-school is consistently striving to improve. There is a well written self-evaluation in place that includes responses from parent questionnaires as well as feedback from the children. As a result, targets are set for ongoing improvements. For example, the pre-school has recently redesigned the lay out to provide children with quiet areas of cosy corners where they can sit and talk to their friends. Parents spoken to at the inspection speak highly of the pre-school and there is a strong partnership. Staff work closely with other professionals and external agencies when needed. This ensures that children receive targeted support and intervention so that they make good progress given their starting points. The staff team understand the importance of sharing information with other early years providers who may be involved with the children. They use contact books and have meetings with them to talk about the children's achievements. This means that a consistent teaching approach supports children, develops their learning and contributes to the good progress they make.

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	106052
Local authority	Devon
Inspection number	839369
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	52
Name of provider	Treehouse Pre-school Committee
Date of previous inspection	23/01/2012
Telephone number	01395 275533

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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
Store St
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M1 2WD

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