

The Treehouse Nursery

Hillhouse Primary School, WALTHAM ABBEY, Essex, EN9 3EL



Inspection date

Previous inspection date

7 April 2015

28 October 2008

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The nursery uses highly successful strategies to engage all parents and offers valuable information for extending children's learning at home. They work extremely closely with all other agencies involved with children. As a result, children's learning is fully supported.
- Teaching is excellent because staff have high expectations for children's achievements and planning is fully linked to their interests and observations. Children lead their learning in a very stimulating environment which provides an extremely wide range of high-quality learning opportunities, both inside and out.
- Children form very close attachments with the staff that care for them each day. The key-person system is highly effective. Staff know their key children extremely well and are therefore able to meet their individual needs.
- The nursery's leadership team is firmly committed to driving continuous improvement. Managers engage staff in highly effective methods of performance management and professional development. Consequently, staff are motivated, committed and knowledgeable.
- The managers and staff have an excellent understanding of the Early Years Foundation Stage. Safeguarding is given the highest priority. All staff understand and implement clear procedures for monitoring and reporting concerns.
- Almost all children, including those who speak English as an additional language, make excellent progress in their learning.
- Staff are highly skilled in supporting children's transitions both within the setting and on to school. This ensures children are extremely well prepared emotionally for their next stages in learning.
- Staff ensure children have opportunities to work in small groups, developing their knowledge of phonics and number. Through this, children develop the essential skills needed to be ready for school.

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 further understanding of the purpose of technological equipment by providing even more opportunities for them to operate a variety of information and communication technology equipment.

Inspection activities

- The inspector observed general play and the snack and lunch time routines in the three rooms. She talked with the staff and children at appropriate times throughout the inspection.
- The inspector looked at evidence of the suitability of staff members, and a range of other documentation. First aid and safeguarding training certificates were viewed.
- The inspector held joint discussions with the manager in relation to observations of the children's play, learning and progress.
- The inspector reviewed the provider's self-evaluation document.

Inspector

Lindsay Hare

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff use their strong knowledge of how children learn and their expertise in teaching, to ensure that children are making rapid progress. Children are active learners who are involved in the planning of activities. Staff skilfully encourage them to share what they already know about a topic and what they want to find out. As a result, children are eager to explore and develop a thirst for learning. Communication and language development is supported extremely well. For example, staff's use of sign language has proved greatly beneficial for babies and toddlers whose language skills are still emerging. Children look at photographs of caterpillars and recognise the patterns they display. They replicate these patterns, sequencing different sized and coloured circles to make their own caterpillar picture. Children fully engage in imaginative play as they pretend to be firemen, using a handle to represent the tap to fill up their buckets with water.

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

Exceptional arrangements to care for children from the start, strongly support their emotional well-being. The key person and manager visit each child at home before they start at the nursery in order to gather as much detailed information as possible about the child's routines, likes and dislikes. This contributes greatly to how quickly children settle at the nursery. Throughout the nursery, children are encouraged to take on roles and this responsibility boosts their self-esteem. Children act as monitors outdoors and complete mini risk assessments of the garden with a member of staff, before informing the other children that it is safe for them to use. They freely access the outdoor garden and continue their learning outdoors. Their physical skills are challenged as they complete an obstacle course, balancing on the wooden crates and stepping in and out of the tyres. Staff are excellent role-models and play alongside children, helping younger ones understand how to share and take turns. This helps children to quickly understand what behaviour is acceptable.

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

Highly effective arrangements for recruiting new staff, induction training, regular supervision and monitoring staff performance, lead to a high level of consistency of practice. This ensures that any development points are tackled through targeted support and training. For example, management training has enabled a member of staff to feel more confident taking on her role as room leader. Thorough analysis of assessment information, including the characteristics of effective learning that children display, means that any potential learning needs are identified and met quickly. For example, recent analysis showed that children were less likely to engage in critical thinking and so managers addressed this by building on staff's knowledge of how to ask questions effectively to promote this. Insightful self-evaluation accurately identifies how the nursery can improve even further. For example, managers have recognised that information communication technology is an area that could be promoted more within the setting.

Setting details

Unique reference number	EY368549
Local authority	Essex
Inspection number	857902
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	44
Number of children on roll	74
Name of provider	The Treehouse Nursery Limited
Date of previous inspection	28 October 2008
Telephone number	07833 100763

The Treehouse Nursery was registered in 2008. The nursery employs 17 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 and above, including one with level 6. The nursery is open each weekday from 8am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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