

Tree Tops

Butley Drive, Lowestoft, Suffolk, NR32 3EB



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| Inspection date | 5 November 2015 |
| Previous inspection date | 6 November 2014 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff have a good understanding of the children they are responsible for as they make regular and accurate checks on their learning and development. Consequently, staff swiftly identify areas where children are not achieving at the expected level and take appropriate action to ensure that they catch up quickly.
- Children are emotionally well prepared for the future as they develop friendships with their peers and attachments to the adults caring for them.
- The ability of the manager to accurately identify the quality of practice across the setting has improved since the last inspection. Staff supervision arrangements have also improved. As a result staff are better supported to develop their teaching skills.
- Parents are very involved in their children's learning. Staff regularly share with them their children's achievements which helps to provide continuity for children in their learning between home and the setting.

It is not yet outstanding because:

- Staff are too task focused and do not provide children with a wide enough variety of resources when doing arts and crafts activities. Consequently, children do not have the freedom to follow their own ideas and explore for themselves.
- Staff do not monitor the progress of groups of children well enough.

What the setting needs to do to improve further

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

- build on monitoring and assessment procedures to enable better monitoring of groups of children.
- continue to improve teaching so that adult-led craft activities are well resourced and staff encourage children to freely follow their own ideas and explore a wide range of mediums.

Inspection activities

- The inspector observed a range of activities both indoors and outdoors.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the manager and the chair of the committee.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Susan Brockhouse

Inspection findings

Effectiveness of the leadership and management is good

The manager keeps a close check on the progress of individual children and provide extra support for those with identified needs, to good effect. However, systems to monitor the progress of specific groups of children are less well developed. This means that the interventions of particular groups of children is not clearly evidenced. The staff team use self-evaluation to reflect and develop their teaching and practice. They have regular supervision to support their knowledge and professional development. This approach has proved effective in improve in the overall quality of the provision. The arrangements for safeguarding are effective. All staff are aware of the steps to take if they have a concern about a child's welfare. Effective partnership working is in place to support children during their transition to school.

Quality of teaching, learning and assessment is good

Staff carefully and accurately, observe and assess what the children in their key groups know, understand and can do. Information from assessments is used to plan activities which build on children's interests and needs. Mostly, children are given time and opportunities to develop their ideas and find solutions to solve problems for themselves. However, this is not always the case when children join in with creative activities; as staff tend to shape the activity to produce an end product rather than allow children to follow their creative ideas. Staff mostly respond to children's changing interests and support children's learning well. When children play outdoors, staff talk to them about what they are doing and use appropriate questioning to encourage children to think and try out new ideas. Staff also make the most of opportunities to introduce mathematical language as children build a train track.

Personal development, behaviour and welfare are good

Staff create a good learning environment for children. Children are independent and freely use a wide range of good quality play equipment. They enjoy exploring and investigating, and are well-motivated to play and learn. For example, older children independently select tools such as magnifying glasses and information sheets, to help them find, identify and gather bugs. They are skilfully support by staff when required. Staff act as good role models as they encourage children to share, take turns and be polite. Children are safe and well cared for because staff assess the environment daily and ensure that hazards are removed. Staff manage children's behaviour calmly and consistently when they become agitated or over excited, helping them resolve conflict and deal with their emotions. Children adopt good hygiene routines, such as washing their hands after messy play and before eating.

Outcomes for children are good

Good teaching helps children of all ages, abilities and needs make good progress and reach typical levels of development. Staff work well with parents to ensure that additional

funding such as the early years pupil premium is used to help children at risk of falling behind to fulfil their potential.

Setting details

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| Unique reference number | EY391031 |
| Local authority | Suffolk |
| Inspection number | 1025501 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 16 |
| Total number of places | 25 |
| Number of children on roll | 41 |
| Name of provider | Tree Tops Committee |
| Date of previous inspection | 6 November 2014 |
| Telephone number | 07504793247 01502 585555 |

Tree Tops was registered in 2009 and operates from a purpose built premise located within the grounds of Woods Loke Community Primary School in Oulton Broad, Suffolk. The pre-school provision is open each weekday, from 9am to 3.15pm, during term time only. The out of school provision is open from 7.45am to 8.55am and from 3.15pm to 6pm during term time. The out of school club is also open 8.30am to 5.30pm during the school holidays. The setting receives funding for the provision of free early education for two-, three- and four-year-old children. There are currently seven members of staff, all of whom hold appropriate early years qualifications from level 3 to level 6.

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