

Treehouse Children's Centre

30 Chatham Street, Norwich, Norfolk, NR3 3DN



Inspection date

26 January 2016

Previous inspection date

9 November 2011

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

- Children are cared for by well-qualified staff who have access to regular training and professional development opportunities. Staff use their knowledge and experience to improve children's learning and development.
- Staff talk to children and model language during play. This successfully helps to develop children's communication and critical-thinking skills, including children who speak English as an additional language.
- Staff are positive role models and children behave well. Great care is taken to ensure children play in a safe and secure environment where potential risks are managed effectively.
- Leadership and management are strong. Staff meetings and regular staff supervisions are well organised enabling the staff to effectively work together as a team.
- Partnerships with parents and other professionals are very well established. This enables staff to provide a high level of continuity for children's learning and development which contributes to the high quality of the care and learning the children experience.

It is not yet outstanding because:

- Staff do not obtain detailed information from parents about their children's learning abilities and skills when children first start.
- Occasionally, children do not have enough time to enjoy and complete activities due to the routines of the nursery.

What the setting needs to do to improve further

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

- obtain more detailed information from parents about their children's capabilities on entry to the setting, to inform initial assessments and promote more rapid progress from the outset
- review the organisation of some routines, to ensure children have sufficient time to complete their activities.

Inspection activities

- The inspector viewed all areas of the premises used by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the 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.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector discussed self-evaluation and how the views of parents and children are included to drive improvement.

Inspector
Kerry Holder

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are knowledgeable about all aspects of safeguarding the welfare of children, including child protection and the action to take if they have concerns. Staff regularly assess risks and implement a range of policies and procedures to help keep children safe. The manager has a good understanding of reflecting on the service that is offered and takes action to improve outcomes for children. She is involved in the daily practice of the nursery and is successful in supporting and motivating staff. There is a strong focus on training and staff development, and staff use their training well to shape practice and plan educational programmes. The management team effectively reviews children's profiles and the educational programmes, to ensure that all children benefit from an individualised programme of learning. This helps to implement appropriate intervention and support and promptly close any gaps in children's learning. Effective links are in place with local schools in the area to ensure that children's move to school is smooth. Parents spoken to during the inspection are very happy with the care their children receive.

Quality of teaching, learning and assessment is good

Children are active and motivated learners and explore with confidence. For example, they enjoy building towers with construction, naming the colours as they do so and comparing size. Activity planning is closely matched to children's learning and developmental needs which is established through regular observations and accurate assessment. The skilled staff monitor each child's progress very carefully. Staff provide good activities to help children develop the necessary skills to prepare them in readiness for school. For example, older children participate in more structured activities relating to their mathematical and literacy skills. Staff extend young children's learning during activities through their good interactions with them, making suggestions and asking questions. They provide opportunities for children to investigate and make choices about how they use resources.

Personal development, behaviour and welfare are good

An effective key-person system is in place which encourages parents to share ongoing information to meet children's care needs and routines. Staff are kind and caring and treat each child with respect. Children receive lots of praise and recognition for their efforts and achievements which successfully promote their self-esteem and emotional well-being. Children sit together in groups and talk with their peers which helps teach them how to behave in social situations. Children's good health is supported because snacks are varied and nutritious. Staff provide good opportunities for the children to benefit from physical exercise. They have regular access to a well-equipped outdoor space which provides suitable risk and challenge. Children learn to respect people's differences as they explore and celebrate their own cultures and beliefs, and those of others.

Outcomes for children are good

All children are making good progress towards the early learning goals from their starting points. They gain key skills and are well prepared for school.

Setting details

Unique reference number	254328
Local authority	Norfolk
Inspection number	866869
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 14
Total number of places	34
Number of children on roll	54
Name of provider	Treehouse Children and Families Centre
Date of previous inspection	9 November 2011
Telephone number	01603 665740

Treehouse Children's Centre was registered in 1986. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 1.30pm. Out of school facilities operate from Monday to Friday during school term time, with opening hours from 3pm until 6pm. A holiday playscheme runs from Monday to Friday during school holidays. Opening times are from 8.30am to 6pm. The centre provides funded early education for two-, three- and four-year-old children.

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