

The Treehouse Nursery

The Tree House Childrens Centre, 251 Clapgate Lane, IPSWICH, IP3 0RH



Inspection date

5 April 2016

Previous inspection date

31 July 2012

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

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not ensure that all children are fully included in activities. Staff do not pay as much attention to babies and do not always give them the same level of interaction and encouragement as they do to slightly older children.
- Staff do not always respond to the babbles and gestures of younger babies, as part of supporting their developing communication and language skills.
- Staff do not pay sufficient attention to promoting children's developing awareness of technology.
- The use of funding, such as the Early Years Pupil Premium, is not monitored sufficiently well to ensure that it is used effectively to narrow gaps in children's achievements.

It has the following strengths

- Management is committed to providing a good quality care and learning experience for children. Self-evaluation identifies the strengths of the nursery and areas for development. An action plan is in place that is achievable, to bring about ongoing improvement to the quality of the provision.
- Staff place high importance on identifying and planning for children with special educational needs. Individual plans for these children are reviewed regularly, to ensure that they are making the best possible progress that they can.
- The key-person system is implemented well. Each child has a named adult who takes responsibility for their care and learning needs. The key person builds strong partnerships with parents.
- Staff promote the communication and language skills of older children effectively, including those who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

Due Date

- respond equally to each child's emerging needs and interests, to ensure that all children in the baby room are fully included in activities. 03/05/2016

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

- respond more readily to the babbles and gestures of babies, as part of supporting their developing communication and language skills
- support children to develop an awareness and understanding of simple electronic communication
- monitor the use of additional funding, to ensure that it is used effectively to narrow gaps in children's attainment.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and senior management.
- The inspector looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector looked at activity planning, records of children's learning and a selection of other policies and records.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers are committed to providing a good quality care and learning experience for children. They monitor groups of children, such as boys and girls and have identified that children are not making such good progress in mathematics as other areas of learning. Management has identified how this will be addressed. However, they do not effectively monitor if additional funding is having a positive impact on the learning and development of children for whom it is targeted. Arrangements for safeguarding are effective. Staff are aware of the signs and symptoms of abuse and know how to report concerns. Recruitment processes help to ensure that those working with children are suitable to do so. A programme of supervision and appraisal is in place. Peer observations have also been introduced to support staff to recognise good practice and learn from each other.

Quality of teaching, learning and assessment requires improvement

Staff find out about children's starting points when they first attend the nursery. They continue to share children's learning with parents. Staff know children well. They talk confidently about where children are in their learning and what they need to do to support their continuing progress. Activities are varied and interesting. However, staff do not involve babies as much as other children. In addition, their babbles and gestures are not always responded to. Staff encourage children to use signing, as well as verbal communication, to help children make themselves understood. Older children enjoy activities that are led by adults. They show interest in sorting coins and counting how many they have. Staff use real money, supporting children's developing awareness of coinage. Staff do not support children's awareness of technology as much as they support other areas of learning.

Personal development, behaviour and welfare require improvement

Most children are happy and settled but staff do not always respond well enough to the needs of babies. Parents report that their children enjoy coming to this nursery and would recommend it to others. Children build good relationships with staff and each other. They are confident and behave well. Staff have completed training in managing children's behaviour and have implemented changes to help them support children to follow the consistent ground rules. Staff have allocated an area indoors where children can jump and roll around. They state that this has resulted in a marked improvement as children are no longer having to be reminded not to jump on the sofa. Staff also use positive language to reinforce and promote good behaviour. Children feel safe. Their health and physical needs are met well.

Outcomes for children require improvement

Despite the weaknesses in the monitoring of additional funding, the learning of children is assessed regularly, to monitor their progress. Overall, children develop the key skills needed to be ready for school and are confident to embrace new experiences. They learn to recognise and write their first name, manage their own self-care skills and sit quietly and concentrate.

Setting details

Unique reference number	EY443320
Local authority	Suffolk
Inspection number	1042290
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	39
Number of children on roll	80
Name of provider	Alpha Nurseries Ltd
Date of previous inspection	31 July 2012
Telephone number	01473274440

The Treehouse Nursery was registered in 2012, after a change to the company name. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one member of staff with Early Years Professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs.

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