

The Tree House Club

Forestry Nursery and out of school club



The Education Room, Norsey Woods, Outwood Common Road, Billericay, CM11 1HA

Inspection date 27 October 2016
Previous inspection date 1 April 2014

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 make good progress and are well prepared for future learning. Staff use observations and assessments effectively and gain a clear understanding of the skills individual children need to develop next.
- Children are very confident and active learners. They develop very good relationships with their key person and show that they feel safe and secure.
- Children's physical well-being is very effectively promoted. They have frequent opportunities to play outside and benefit from being in the fresh air as they take part in challenging activities in the woodland.
- Management ensures that professional development opportunities are effective. Staff are provided with many opportunities to improve their skills, build on the level of their qualifications and provide a very good standard of care and learning.

It is not yet outstanding because:

- Although the manager has recently implemented new methods of tracking the progress that different groups of children make, she is not yet using this information effectively to increase the rate of children's progress.
- Although many aspects of partnership working with parents are very good, the strategies used to encourage parents to share information about their children's learning at home are not yet highly successful.

What the setting needs to do to improve further

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

- embed the use of the new methods used to compare the progress of different groups of children, and use this information to increase the rate of children's progress
- explore more ways to encourage parents to share information about their children's learning at home so that this can be used to help plan for children's future learning.

Inspection activities

- The inspector observed the quality of teaching during indoor activities and assessed the impact this has on children's learning.
- The inspector accompanied children and staff on two outings into the adjacent woodland.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the nominated person, area manager, nursery manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day and from the written testimonials obtained by the nursery.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The management team sets high expectations and a purposeful direction for future improvements to the quality of the provision. Staff morale is high. The new manager is well supported by hardworking staff who are ambitious for children's success. Arrangements for safeguarding are effective. Staff fully understand their role and responsibility in safeguarding children from harm or abuse. They are well trained in child protection and first aid. Security is good and children are closely supervised on their outdoor adventures. Potential risks to children are identified and minimised, both indoors and outside. Parents and children are consulted about many aspects of the nursery and staff take their views seriously.

Quality of teaching, learning and assessment is good

Children maintain concentration and show high levels of engagement during activities. Sessions are well paced with a blend of adult-led tasks and activities that children choose for themselves. Staff know when to intervene in children's play in order to skilfully extend their learning. Children experiment and make discoveries as they mix coloured water. They work out how to use a pump to move water along a tube. Staff help children's imagination skills as they support them to make dens outdoors or discuss what a dinosaur might do. Staff take every opportunity to help children develop their communication and language skills. Storytelling sessions are interactive and engage children's attention. Children identify different characters and excitedly repeat familiar story phrases. Good links with local schools and other professionals mean that information about children's progress is shared to support continuity in their learning and development.

Personal development, behaviour and welfare are good

Children are enthusiastic and happy as their personal, social and emotional development are fostered well. Staff provide an exciting and well-resourced learning environment that promotes children's independent choices. Children explore their surroundings confidently. They have plenty of chances to select what they would like to play with and extend their ideas and imagination. Children learn about their personal safety as they are involved in risk assessments of the play areas. They also successfully learn about the importance of good hygiene and healthy lifestyles. Children's behaviour is good. Staff are consistent with their expectations that children treat each other with respect and kindness. Children are helped to appreciate the beliefs and values of others. They take part in activities to mark cultural and traditional events, such as making poppies for Remembrance Day.

Outcomes for children are good

All children are making good progress from their initial starting points. They are independent, motivated learners who acquire the skills and confidence in preparation for starting school. Children enjoy each other's company and are learning to be kind and play cooperatively. This helps them to make firm friendships. Children count and carry out simple calculations. They learn to identify the letters in their name and take pleasure in choosing their favourite books.

Setting details

Unique reference number	EY473333
Local authority	Essex
Inspection number	1075040
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 11
Total number of places	30
Number of children on roll	125
Name of registered person	The Tree House Premier Child Care Limited
Registered person unique reference number	RP532829
Date of previous inspection	1 April 2014
Telephone number	01277 656921

The Tree House Club Forestry Nursery and out of school club was registered in 2013 and is run by a limited company. The nursery employs 12 members of childcare staff. Of these, one holds qualified teacher status, one holds an early years degree, four hold a qualification at level 3, and three hold level 2. The nursery opens from Monday to Friday all year round. Sessions run between 7am and 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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