

The Treehouse Nursery

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



Inspection date

6 January 2017

Previous inspection date

5 April 2016

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

- The management team has made improvements since the last inspection and the actions set have been successfully addressed. Staff attend relevant training courses to enhance their teaching practice and improve outcomes for children. The manager now has effective systems in place to monitor and evaluate the use of additional funding.
- Well-qualified staff demonstrate a good understanding of how children learn and develop. They provide a very well-resourced environment which gives children plenty of choice in their play. Children confidently move around the nursery choosing what they would like to do next.
- Staff give the safety and well-being of children high priority. They carry out risk assessments of the environment and outings. They are vigilant and complete daily checks on the premises to ensure that all areas used by the children are safe and suitable. Staff carry out their responsibilities to safeguard children diligently.
- Children have daily opportunities to be active in the spacious outdoor areas. This helps to promote their good health and supports their physical well-being.

It is not yet outstanding because:

- The manager does not consistently evaluate all staff's performance in order to rigorously monitor and build on the already good practice.
- Staff sometimes overlook opportunities to extend children's thinking skills to higher levels. On occasions, staff do not support children to think about what they want to say before moving on with the conversation.
- Although partnerships with parents are good overall, staff do not actively engage all parents to share in their children's achievements in the nursery and at home, to better complement and extend their learning experiences.

What the setting needs to do to improve further

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

- extend existing systems for the monitoring of staff performance management, to continue to strengthen and improve on good practice and raise the quality of teaching to a higher level
- enrich children's thinking skills to higher levels, giving them more time to think about and formulate their own responses to questions that arise from their play and learning
- build on the existing good partnerships with parents to encourage them to share more information about their child's learning and development at home.

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 and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the acting nursery manager.
- The inspector held a meeting with the acting nursery manager and provider. She looked at relevant documentation, including records of children's learning and development, a selection of policies and procedures and risk assessments.
- The inspector checked the evidence of the suitability and qualifications of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karen Harris

Inspection findings

Effectiveness of the leadership and management is good

The management team is fully involved with the effective running of the nursery. Staff have robust policies and procedures to support their good practice. Policies are well organised, reviewed regularly and updated to ensure that they are in line with current legislation and guidelines. The management team supports the staff team to review the quality of provision and to drive improvement. Staff attend regular team meetings and in-house training to ensure that their knowledge is regularly updated. Safeguarding is effective. Staff have a clear understanding of their role to protect children from harm. They can identify the possible indicators of abuse and are fully aware of what to do should they have any concerns about children's welfare. Rigorous recruitment and induction procedures are in place to help to ensure that all staff are suitable for their role.

Quality of teaching, learning and assessment is good

Staff get to know the children well and have a good awareness of their individual needs. They plan a wide range of activities linked to children's interests and abilities. This contributes to the good progress children make, including children who have special educational needs or disabilities. Babies have ample space to move around safely, which supports their physical development. Staff get down to the children's level. They talk to children as they play, responding well to young children's vocalisations and babbles. Staff give children opportunities to investigate and learn through first-hand experiences. For example, pre-school children explore colour mixing with powder paint and water. Staff are flexible in adapting activities, which helps children to remain interested. Staff actively promote children's mathematical skills and incorporate numbers into everyday routines.

Personal development, behaviour and welfare are good

Staff support children to settle well. They offer home visits and gather information from parents about children, such as their home routines and their likes and dislikes. Staff effectively support children as they move from one room to the next. Children of all ages demonstrate that they are happy and feel safe and secure at the nursery. Babies and young children sleep or rest according to their needs. Children follow good hygiene routines and enjoy a broad range of nutritious snacks and meals. Staff promote children's independence well. They provide small jugs and suitable knives, so children can pour their own drinks and cut their own fruit. Staff routinely offer praise as they recognise children's efforts and achievements. This helps to support their sense of self-esteem and confidence. Children readily go to staff for support where necessary.

Outcomes for children are good

Children develop many skills needed in preparation for the next stage in their learning, such as starting school. They learn to listen and respond to instructions. They develop their personal care skills, relevant to their age and ability, such as putting on their own coats before playing outside. Children recognise colours and have many opportunities to practise their early writing skills. Staff work well with other professionals to put consistent approaches in place if there are any identified areas in the children's development that need support. This helps all children to make good progress in their learning.

Setting details

Unique reference number	EY443320
Local authority	Suffolk
Inspection number	1048161
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	39
Number of children on roll	98
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Date of previous inspection	5 April 2016
Telephone number	01473274440

The Treehouse Nursery was registered in 2012. It is one of 20 settings run by Alpha Nurseries Limited. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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