

Tree House Meadow View

Frampton Way, Birmingham, West Midlands, B43 7UJ



Inspection date	3 March 2017
Previous inspection date	10 January 2013

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

- Leaders and managers provide strong leadership and empower staff to fulfil their roles well. They have built a cohesive team which works effectively to promote children's learning and care.
- Self-evaluation is ongoing. Staff, parents and children contribute to the process. Many changes, including the imaginative development of the outside play space, have been made since the last inspection. Children's learning and play are supported well during outside play.
- Staff are experienced and provide rewarding learning opportunities for children. Managers monitor children's achievements and ensure staff implement effective strategies to raise attainment so that children make good progress.
- Children are cared for in a welcoming environment. They are confident and develop good self-awareness and make strong relationships with key persons and other children.
- Partnerships with parents are strong. Staff provide regular information about children's learning. Staff also use information obtained from parents' observations to plan for activities. Parents' surveys show that they are satisfied with behaviour management, safety and leadership in the nursery.

It is not yet outstanding because:

- Sometimes, staff do not encourage children to make their own decisions during creative activities.
- The organisation of snack time does not support children sufficiently enough to build on their independence skills.

What the setting needs to do to improve further

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

- provide more opportunities for children to express their preferences and creative skills
- review the organisation of the snack time to help children to further develop their independence skills.

Inspection activities

- The inspector observed the quality of teaching during activities indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed joint observations with the early years coordinator.
- The inspector held a meeting with the nursery manager and the provider's representative.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management is good

Leaders provide good support for the newly appointed manager and staff. All aspects of the leadership and management of the nursery are addressed effectively and staff are confident in their roles. They have regular supervision meetings and opportunities to attend training. Staff use their enhanced knowledge to promote children's learning more effectively, including an increased recognition of numerals. Staff work well with parents to ensure similar methods are followed consistently at nursery and at home to help children learn. Staff work closely with the host school to maintain continuity in children's learning. This contributes effectively to school readiness. Arrangements for safeguarding are effective. Leaders and managers ensure staff are well informed about their responsibilities to protect children from harm. Self-evaluation is accurate and recommendations from the last inspection have been addressed successfully.

Quality of teaching, learning and assessment is good

Staff provide a good range of activities to promote children's development in all areas of learning. Staff have high expectations and are enthusiastic, motivating children to learn. They integrate children's past experiences well into activities. For example, sand play is used as an opportunity to talk about visits to the seaside. Children's learning is extended as staff help them to recognise what happens when they use sieves to trickle sand. Staff consolidate children's learning well by following on with activities that they have delivered previously. Children are encouraged to recall recent celebrations, such as St David's Day and then attempt to paint daffodils. The interaction between staff and children is good throughout all activities and they engage children fully. They incorporate information from observations shared by parents. For example, during circle time, children have opportunities to talk about home experiences and this helps them to develop good language skills.

Personal development, behaviour and welfare are good

Children are happy in the nursery. They demonstrate by their behaviour that they feel emotionally secure. Children are confident and initiate interaction with visitors. They share information and recall past events accurately. For example, they describe birthday cakes and demonstrate a good understanding that limited amounts should be eaten to maintain their good health. Their self-esteem is promoted effectively. Children proudly take responsibility for small tasks, such as acting as monitors who are 'helping hands' for staff at snack time. Children develop caring attitudes towards others. They help friends to put on their coats in preparation for outside play. Children know what is expected of them. They work well together to tidy away play resources and form an orderly queue as they wait to go outside for play.

Outcomes for children are good

Children are well prepared for the next stage in their learning. All groups of children make good progress from their starting points. Children develop skills in early numeracy, literacy and information technology. They are active learners and develop the social and emotional skills and attitudes that form part of the foundation for their future learning.

Setting details

Unique reference number	EY292807
Local authority	Walsall
Inspection number	1064628
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 - 11
Total number of places	30
Number of children on roll	115
Name of registered person	Pheasey Park Farm Primary School Governing Body
Registered person unique reference number	RP517417
Date of previous inspection	10 January 2013
Telephone number	0121 360 6182

Tree House Meadow View was registered in 2004. The nursery employs six members of childcare staff. All hold appropriate early years qualifications at level 2 or 3. The nursery opens from Monday to Friday, term time only. Sessions are from 7.45am to 5.30pm. It provides funded early education for two-, three- and four-year-old children. The nursery provides wraparound care for a pre-school group and a before- and after-school club for school children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

