

Tiny Toez @ Treehouse

Treehouse Childrens Centre, Dawlish Drive, STOKE-ON-TRENT, ST2 0HW



Inspection date	9 March 2017
Previous inspection date	1 October 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

- Staff work well with parents. They involve them in assessing children's learning and share an abundance of information with them about children's achievements. Parents are supported to continue children's learning at home by using resources from the toy library and completing activities provided by staff.
- Staff make good use of additional funding they receive for children. They accurately identify the best ways to target funding to help increase children's progress. Managers monitor the impact the funding has on children's learning to help close any gaps.
- Managers are strong leaders. They evaluate the nursery rigorously and are working hard to further improve practice. Feedback from parents, staff and local authority advisers is used to identify ways to further improve.
- Staff are good teachers. They provide a varied range of activities that helps children to make good progress towards their next steps in learning. Babies are encouraged to be strong explorers through sensory activities. Older children are challenged by staff to develop their learning further.
- Staff working with the babies are kind, gentle and nurturing. They pay close attention to babies' care needs and provide comfort and reassurance to babies who have just started at the nursery.

It is not yet outstanding because:

- The provider's supervision of staff does not have a strong enough emphasis on raising the quality of practice to an exceptional level.
- Staff's teaching and organisation of the daily routine does not fully promote all children's concentration skills. Some children lose interest when they have to wait too long for the next part of the routine. At times, staff interrupt children during their play and learning to change their nappies, even when this is not urgent.

What the setting needs to do to improve further

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

- strengthen the supervision of staff to focus more precisely on raising the quality of practice to an exceptional level
- help staff to develop their teaching skills even further and organise the daily routine more effectively to increase children's levels of engagement and motivation, and further promote their concentration.

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 during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector read parents feedback, spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and operations manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed a wide range of safeguarding training. Managers are continually updating staff on safeguarding to enhance their already in-depth knowledge of child protection procedures. All staff are clear on how to report concerns about the welfare of a child. Recruitment of staff is robust. Managers check staffs' suitability to work with children. Staff receive a rigorous induction before they start at the nursery. Managers monitor any accidents of children and take steps to try and reduce the likelihood of reoccurring accidents. They ensure the nursery is a clean and safe environment for children. The training staff receive has a positive impact on developing their knowledge and skills. For example, staff use their skills from training to capture detailed information about children's learning to share with parents and use in their future planning. The company as a whole works effectively to share very good practice between the nurseries. Managers share ideas and implement changes. For example, the managers have improved the assessment of children's starting points and monitoring of children.

Quality of teaching, learning and assessment is good

Children benefit from weekly sessions delivered by sports coaches. During these sessions, children follow instructions, develop their counting skills, recognise and match colours and are physically active. For example, children jog around collecting beanbags; they count how many they have retrieved and group all of the same colour beanbags together. Staff know children well and provide activities they enjoy. In pre-school, children look for insects outside using magnifying equipment. They are delighted when they find a worm and describe it as wiggly. Toddlers actively join in with actions songs as they sing the words and follow the actions staff make. In the baby room, children make marks in flour and grasp objects, such as pine cones that they investigate by touching with their hand.

Personal development, behaviour and welfare are good

Staff work with parents to identify children's dietary needs when they start. The food and drink provided to children is healthy and nutritious, and is adapted to children's specific diets. Children are independent. From an early age staff teach children how to serve their own food at mealtimes. Partnership working is at the forefront of staffs' practice. They work extremely well with a range of professionals, including staff from the children's centre, to help children get the support they need. Staff extend children's knowledge of their local community. They take them on outings, for instance, children thoroughly enjoy trips to the local market. Children's behaviour is good and staff work hard to teach children how to share and take turns. Staff have good working relationships with teachers at the onsite nursery school and other local schools. They take children to visit these settings to prepare them for their move on to their next place of learning.

Outcomes for children are good

Children are learning some of the skills they will use at school, such as how to recognise familiar words, form recognisable letters and numbers, and say some letter sounds. They are able to do things for themselves, including putting on their own coat. Children have good mathematical skills. They recognise shapes, such as triangle and square.

Setting details

Unique reference number	EY387862
Local authority	Stoke on Trent
Inspection number	1065325
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	56
Number of children on roll	104
Name of registered person	Tiny Toez Limited
Registered person unique reference number	RP905042
Date of previous inspection	1 October 2013
Telephone number	01782 260303

Tiny Toez @ Treehouse was registered in 2009. It is one of a chain of nurseries operated by Tiny Toez Limited and is situated on the same site as Bentilee Nursery School. The nursery employs 19 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2, 16 at level 3 and one at level 5. The nursery is supported by the company operations manager who holds an appropriate early years qualification at level 6. The nursery opens from Monday to Friday and all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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