

# The Treehouse Nursery

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



## Inspection date

24 January 2018

Previous inspection date

27 September 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
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:

- The management team has not fully embedded the recently introduced programme to improve staff's performance. Supervision does not fully focus on enhancing the quality of teaching throughout the staff team to the highest level.
- Assessments are inconsistent and staff do not accurately identify the progress children make from entry, including progress of groups of children. Staff do not effectively share information with other professionals working with families, to help monitor children's development consistently. Children do not make the progress of which they are capable.
- Staff's organisation of the learning environment, particularly during changes in routine, is not effective in constantly engaging children in purposeful play. In addition, children's focus sometimes diminishes during large-group activities.

### It has the following strengths

- The management team and staff have worked hard to make some improvements since the last inspection to bring about positive changes. They have started to consider weaknesses in the nursery and have shown a commitment to address these.
- Staff support children's health effectively. Children spend time outdoors each day. They learn suitable hygiene routines and staff consider children's dietary needs at mealtimes.
- Parents speak positively about the nursery. They report that they are well informed, know who their child's key person is and feel able to speak to them about any concerns in their child's development. They value the support the staff give them.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ ensure that supervision arrangements provide the management team with a clear programme of support to target inconsistencies in the quality of teaching and ensure all staff receive consistent support, coaching and training	01/03/2018
■ develop effective procedures to assess and track children's progress, so that any gaps in their learning can be swiftly identified and targeted intervention put in to place. Establish effective methods of sharing information with other professionals to support children's ongoing development and learning.	01/03/2018

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

- enhance the provision for children's learning during routines and large-group activities to keep them fully engaged and focused.

## Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact of this on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out a joint observation of an activity with the nursery manager.
- The inspector held a meeting with the nursery manager and senior management team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

## Inspector

Lindsey Cullum

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Since the last inspection, the management team has implemented some effective changes with the support of local authority advisors. A qualified and experienced deputy manager is in post and they maintain required records relating to children's dietary needs and food and drink provided. However, some of the new systems, such as staff performance management and monitoring of children's progress, still need time to embed into practice to raise the quality of the provision to good. Arrangements for safeguarding are effective. Management has appropriate recruitment and induction procedures in place. They check staff's ongoing suitability regularly. Staff attend relevant training and have a sound understanding of child protection procedures. They check the premises daily to ensure that these are secure, keep children safe and protect them from harm.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable and this means children do not make good enough progress in their learning. For example, staff interrupt older children's play for group time, which does not engage their interest. They do not focus and quickly lose concentration. Assessments are not consistently precise or accurate enough. Therefore, staff do not always have the information they need to identify gaps in learning or to share with other professionals, so that they ensure a joined-up approach to promoting children's development and learning. Staff talk to babies at their level and capture their attention. They ask some questions to help children learn and generally join in activities with enthusiasm. Staff encourage children to be imaginative and creative. For example, children pretend to cook in the mud kitchen. Children explore nature and natural materials with curiosity. Staff support children's speech and language development sufficiently. They count and introduce some mathematical language into children's play.

### **Personal development, behaviour and welfare require improvement**

Staff offer a range of activities, indoors and outdoors. Children join in planned activities and are keen to learn new skills. However, there are times when the learning environment does not capture children's interest and their behaviour reflects this. Staff generally manage disagreements between children in a positive way. Staff remind children of the rules for expected behaviour. Children develop secure emotional attachments with staff. For example, babies go to staff for a cuddle. Staff show a positive approach to outdoor learning and keeping children physically active. Mealtimes are sociable and staff inform parents about the healthy foods provided for their children.

### **Outcomes for children require improvement**

Children enjoy their time in the nursery. However, weaknesses in the educational programme and the inconsistencies in teaching mean children do not make the best progress possible in their learning. They develop some skills for school, such as self-care and independence. Children handle tools with control, developing the hand muscles necessary for when they learn to write.

## Setting details

<b>Unique reference number</b>	EY443320
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1115407
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	41
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Alpha Nurseries Ltd
<b>Registered person unique reference number</b>	RP900801
<b>Date of previous inspection</b>	27 September 2017
<b>Telephone number</b>	01473274440

The Treehouse Nursery registered in 2012. It is one of several nurseries run by Alpha Nurseries Limited. The nursery employs eight members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher 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 three-and four-year-old children.

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