

# Treetops Pre-School & Out of Hours Club

Butley Drive, Lowestoft, Suffolk, NR32 3EB



## Inspection date

13 July 2018

Previous inspection date

5 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Good</b>	<b>2</b>
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

- Teaching is consistently good, and at times outstanding. Staff are enthusiastic and play well with the children. The pre-school environment is very well planned, for example, to help children make choices, select resources and extend their own learning.
- The manager is well organised and keeps detailed records to support the running of the pre-school. Action plans clearly target areas for improvement and are reviewed regularly, for example, to check that additional funding for children is spent carefully.
- The well-qualified staff work well together as a strong staff team and are keen to continue to develop their practice. Staff make regular, detailed observations of children's learning and plan well-targeted next steps to help them to achieve expected milestones.
- Parents are very pleased with how their children are progressing. They say that their children make secure emotional bonds with their key person. Parents are kept well informed about their children's learning and personal development.
- Children show good levels of engagement in their learning. They are very interested in their activities and motivated to learn. For example, they show much excitement at using the bubble machine outside. They enjoy trying to chase and catch the bubbles.
- Outcomes for children of all ages are good. Children show confidence and develop a wide range of skills to prepare them for their imminent move on to nursery or school.

### It is not yet outstanding because:

- Staff are not fully supported to develop an expert knowledge of teaching and learning.

## What the setting needs to do to improve further

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

- enhance support for staff to extend their teaching skills to the highest level.

### Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact these have on children's learning and development.
- The inspector carried out a joint observation with the manager.
- The inspector held meetings with the manager and spoke to staff at appropriate times.
- The inspector talked to children and parents to obtain their views.
- The inspector looked at documentation, such as children's learning records, evidence of the suitability of staff and the safeguarding policy.

**Inspector**  
Helen Hyett

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff attend child protection training and have a detailed understanding of the signs and symptoms of abuse. They understand how to report any concerns about a child's welfare. Staff have worked very well to achieve the recommendations raised at the last inspection. They now have a thorough system in place to check the achievements of individual and groups of children. When they notice gaps in children's learning, swift action is taken to make improvements and help children catch up. For instance, when they notice children need further support to develop their mathematics skills, they review the effectiveness of their 'maths area' and make counting and sorting resources more available for children to play with and explore. The manager regularly meets with staff to plan their professional development. Staff are encouraged to attend training and gain further qualifications to continue to improve their knowledge.

### Quality of teaching, learning and assessment is good

Staff continually look for opportunities to develop children's interests and knowledge. For example, when children create 'houses' with blocks outside, staff intervene well to help them think about how many rooms they need. Staff organise resources carefully to enable children to make independent choices about what they would like to play with and create. For example, when playing with the chocolate-scented dough, children select from a wide range of craft materials to make 'glasses and hair' for the faces they make. Opportunities for role play are plentiful and based on children's interests. For instance, children have fun in the dedicated role-play room pretending to be doctors and writing their 'doctor names'. Staff listen well to parents' feedback. For example, they have provided more opportunities for parents to see photographs of their children's activities.

### Personal development, behaviour and welfare are good

Children behave very well at the pre-school. They play nicely with their friends and listen to staff as they explain the rules. Snack time is well planned, for instance, to help children to develop their independence. Children enjoy creating their own sandwiches, choosing their fillings and spreading cheese spread. They take responsibility, for example, by carefully washing up their own plates. Staff talk to children about good health and encourage them to try new fruit and vegetables. Children have lots of opportunities to play outside where they climb, slide and enjoy riding the bicycles. Children show care, kindness and consideration, such as when as they gently wash their dolls in the water.

### Outcomes for children are good

Older children show a very good awareness of numbers up to 20. Children are challenged well. For example, those who are moving on to school start to recognise letters and find out what sounds they represent. Younger children build social skills and develop their speech. They learn to explore, express their needs and play with their friends. Children are helpful and enjoy doing things for themselves. They make decisions about what they would like to do and show a desire to continue to develop their knowledge and skills.

## Setting details

<b>Unique reference number</b>	EY391031
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1130378
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 12
<b>Total number of places</b>	28
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Treetops Pre-School & Out of Hours Club Committee
<b>Registered person unique reference number</b>	RP907587
<b>Date of previous inspection</b>	5 November 2015
<b>Telephone number</b>	01502 585555

Treetops Pre-School and Out of Hours Club registered in 2009 and is based within the grounds of Woods Loke Community Primary School. The pre-school is open each weekday from 9am to 3.15pm, during term time only. The out-of-hours club is open from 7.45am to 8.55am and from 3.15pm to 6pm during term time. During school holidays, the out-of-hours club is open from 8.30am to 5.30pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. There are eight members of staff, all of whom hold appropriate early years qualifications from level 3 to level 6.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2018

