

St Teresa's Treehouse

St Teresas Rcp School, 5 Macdonald Road, Manchester M44 5LH



Inspection date	2 October 2018
Previous inspection date	30 January 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

Summary of key findings for parents

The provision is good

- The manager leads and motivates her team with enthusiasm. She has successfully addressed the actions and recommendations raised at the previous inspection. For example, they have successfully arranged additional space and adapted the routines to meet the needs of children effectively.
- Partnership with the host school is a strong feature of the club. Staff and teachers share regular information about children's care and learning. The qualified manager works closely with the headteacher and they continually strive to deliver a high-quality service for children and families.
- Parents highly praise the friendly and caring staff at the club. They positively comment how their children enjoy the wide range of activities and are in a safe environment. Staff develop successful links with parents and share information about children's day and their general well-being. For example, they have introduced communication books as a result of some parent suggestions.
- Children's opinions are respected and valued by staff. For example, the children's council means all children can vote for activities, contribute to the rules and make positive suggestions. Furthermore, staff consistently offer children independent choices during their time at the club. For instance, children use choice boards for the areas of the club they want to use.
- The club has a stimulating and welcoming environment for children to play and relax. Staff ensure there is a wide range of exciting activities on offer and children thoroughly enjoy their time at the club.

It is not yet outstanding because:

- Overall, the manager carries out regular supervision of staff performance and provides important training, such as paediatric first aid. However, the coaching and mentoring of staff is not precisely targeted to consistently enhance the quality of interactions to the highest level.

What the setting needs to do to improve further

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

- strengthen the arrangements for mentoring and coaching staff to enhance the quality of interactions to an outstanding level.

Inspection activities

- The inspector observed the activities indoors and outdoors and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club manager.
- The inspector held a meeting with the club manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Farzana Iqbal

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff regularly review training, policies and procedures to keep children safe. They know the correct procedures to follow should they have concerns about a child's welfare. They complete secure risk assessments of the environment and additional checks, such as regular headcounts of children. Staff are deployed well and communicate consistently when using different areas at the club. The manager has robust recruitment and vetting procedures in place and monitors the ongoing suitability of staff. The manager has developed the systems for self-evaluation to make meaningful changes to the club. For example, there has been a focus on strengthening children's independence through the use of visual charts, boards and successfully established routines. The manager uses feedback from parents, children, staff and the local authority to make positive changes.

Quality of teaching, learning and assessment is good

There is a wide variety of well-presented resources and activities which reflects and sustains children's interests. For example, children vote to make slime and excitedly discuss the process. Staff encourage children's literacy skills as they spell their names by shaping the slime into letters. Children also enjoy a range of craft activities. For example, they design intricate friendship bands and make autumn hedgehogs using natural objects. Children are captivated as they concentrate well and explore the different textures of autumn leaves, conkers and pine cones. Staff are friendly and provide children with close support and warm interactions. Children work cooperatively and communicate skilfully when building their construction models. Some activities complement the learning children undertake at school. For example, children use the interactive board to undertake challenges linked to mathematics. There are opportunities for children to develop their problem-solving skills, using technology as they work in pairs on educational programmes. There are additional music and sports activities on offer for children at different times of the year.

Personal development, behaviour and welfare are good

Children settle quickly and display high levels of confidence and independence. Staff help to support children's emotional well-being and sense of belonging at the club. Staff teach children about the benefits of leading a healthy lifestyle. For example, they learn about oral hygiene and are planning an upcoming project to learn about the impact of sugar on their health. Children eagerly choose from an appealing range of fresh vegetables and fruit and talk how many they should eat each day. Children's behaviour is good. Staff are good role models and interact respectfully with children. They praise and encourage positive behaviour. Older children show kind consideration to younger children and help them to feel part of the club. Children have daily opportunities to play outdoors and develop their physical skills. Staff successfully help children to develop an understanding of diversity in their local community and the wider world around them. For example, children proudly display postcards they send while on holiday and also learn about their local community.

Setting details

Unique reference number	EY494564
Local authority	Salford
Inspection number	10056950
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 11
Total number of places	40
Number of children on roll	90
Name of registered person	St Teresa's Treehouse Limited
Registered person unique reference number	RP903069
Date of previous inspection	30 January 2017
Telephone number	07934194087

St Teresa's Treehouse registered in 2015. The club has use of a designated self-contained unit within the grounds of St Teresa's RC Primary School. The club employs 10 members of childcare staff. Of these, six staff hold appropriate qualifications at level 2, level 3 and one member of staff holds a qualification at level 6. The provider who is also the manager holds qualified teacher status. The club opens from Monday to Friday, all year round, except for the school Christmas holidays. Sessions during term time are from 7am to 9am and from 3.30pm until 6pm. Holiday care is provided from 7.30am to 5.30pm.

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