

# The Treehouse Forestry Nursery And Out Of School Club



The Treehouse Nursery, Dollymans Farm, Doublegate Lane, Wickford,  
Essex SS11 8UD

<b>Inspection date</b>	19 November 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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		Good	2

## Summary of key findings for parents

### The provision is good

- The management team ensures that staff are clear about its expectations to provide good-quality care for the children who attend. They use staff supervision meetings and regular team meetings to monitor the standard of teaching and to share their aims and vision for the setting.
- Staff have a deep understanding of how to effectively support children who have special educational needs and/or disabilities (SEND). They work closely with parents and other agencies to precisely tailor children's care. Staff use suitable resources and activities to engage children, helping them to make good progress.
- Staff support children's language skills well. For example, they make eye contact when talking to babies, and introduce older children to new words, such as 'chopping' and the names of different vegetables.
- The large outdoor space provides an exciting, all-weather learning environment. Children put on their wellington boots and rain suits and freely explore the range of interesting activities on offer. For example, they enjoy swinging on the hammock and mixing up leaves and mud in the mud kitchen.

### It is not yet outstanding because:

- The management team does not use highly focused professional development opportunities to help raise the quality of teaching even further and help children achieve at the highest level.
- Routines in the baby room are not always effectively organised to enable key persons to strengthen their bonds with their key children.

## What the setting needs to do to improve further

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

- use highly focused professional development opportunities to help raise the quality of teaching even further
- improve the organisation of routines in the baby room to strengthen the key-person approach and ensure babies are supported even further.

### Inspection activities

- The inspector spoke to several parents and took account of their views.
- The inspector completed a joint observation of practice with the nursery manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a range of documentation, including information about children's progress and staff suitability.
- The inspector spoke to the management team, staff and children at appropriate times during the inspection.

**Inspector**  
Fiona Sapler

## Inspection findings

### Effectiveness of leadership and management is good

The manager uses information about the children's progress to accurately identify groups of children who may need targeted support. She coaches staff in appropriate interventions to close any gaps in learning for these groups. Safeguarding is effective. Staff have an up-to-date knowledge and understanding of current safeguarding legislation and guidance to protect children from harm. Staff follow effective policies and procedures to keep children safe when in their care. They carry out regular head counts on outings and only allow known adults to access the building. Parents are very happy with the care provided. They praise the staff and describe the nursery as very welcoming.

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

Parents provide a range of information about their child's development when they start. Staff use this information, and their regular observations, to track children's progress and plan suitable activities to support their development further. Children are beginning to understand simple science. For example, they experiment with magnets as they find out what items are made out of metal and decide which objects will sink or float. Staff provide many opportunities for children to develop a positive interest in books and reading. Children enjoy listening to stories and enthusiastically join in with familiar phrases and their favourite songs. Babies snuggle up to an adult and excitedly point to, and name, the star in a book.

### Personal development, behaviour and welfare are good

Staff use appropriate strategies to support children's transitions through the nursery and help them feel secure. For example, key persons accompany children on regular visits to the older group rooms when they are ready to move up, to become familiar with the room and the staff. Children listen to instructions carefully and follow rules well. They know they must hold hands on outings and look carefully before crossing the road. Staff place a strong emphasis on children's physical development through activities outdoors in the fresh air. For instance, children enjoy going for walks in the local area and have plenty of space to run around in the garden. All children show signs of becoming independent. Toddlers and babies are encouraged to serve themselves at snack time and pour their own drinks. Older children competently put on their own coats and high-visibility jackets and choose what they want to play with in the morning, by selecting the relevant 'activity stick'.

### Outcomes for children are good

All children, including those with SEND make good progress. They are learning skills that will support them in their next stage of learning. Babies clearly indicate when they want to go outside and find their own wellington boots on the boot stand. Older children skilfully use knives to cut real food in the role-play area. All children are developing their early writing skills. For example, they enjoy making marks with large chinks on the ground outside and use sticks to make patterns with paint.

## Setting details

<b>Unique reference number</b>	EY540614
<b>Local authority</b>	Essex
<b>Inspection number</b>	10079938
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	82
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	The Tree House Premier Child Care Limited
<b>Registered person unique reference number</b>	RP532829
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01277 656921

The Treehouse Forestry Nursery And Out Of School Club registered in 2016 and is one of four settings run by the same limited company. The nursery employs 19 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 and four hold level 2. The nursery opens Monday to Friday, all year round. Sessions are between 7am and 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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