

# Treehouse Children's Centre

30 Chatham Street, Norwich, Norfolk NR3 3DN



<b>Inspection date</b>	12 December 2018
Previous inspection date	26 January 2016

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

### This provision is good

- The well-qualified manager and her staff team are committed to the continuous improvement of the setting, with the aim to provide consistently high-quality care and education for the children in their care.
- Staff read stories to children in an interesting manner. They use an exciting tone of voice to draw children's attention to key pictures or to focus on new words. This supports children's literacy and language skills.
- Staff encourage children's developing self-care skills, such as teaching them how to wash their hands effectively and how to use tissues to wipe their noses. Older children begin to use the toilet independently.
- Children begin to make links between familiar letters and items they can see in the environment. For instance, they notice words that begin with the same letter as their own name.
- Parents comment on the variety of activities their children enjoy at the setting. They particularly appreciate the setting's homely, family atmosphere and attribute how well their children have settled to this. Parents speak warmly about staff and the positive impact that regular attendance has had on their children.
- The manager's monitoring of children's learning and development is not rigorous in its analysis of progress made by different groups of children.
- At times, staff miss opportunities to support younger children fully in their play and extend their learning and interests even further.

## What the setting needs to do to improve further

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

- strengthen arrangements for the monitoring of children's learning, to analyse sharply the progress of different groups of children and identify gaps within the provision more precisely
- build on all opportunities to extend and challenge younger children's learning even further.

### 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 held a number of discussions with the manager. She looked at relevant documentation, including children's learning records, and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and reviewed this with the manager.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection and through written feedback provided.

#### Inspector

Kate Oakley

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a clear understanding of the procedures to report any concerns about children's welfare. The manager uses robust systems to check the suitability of staff. Managers encourage staff to attend training to enhance their knowledge and skills. For example, staff access special educational needs training to support children in their care. The setting actively seeks feedback from parents, children and staff to inform changes and identify areas for improvement. Staff and parents share information about children's activities, at home and in the setting. For example, staff gather information about recent home events from parents on arrival. This helps them to plan experiences that link to children's interests, and promotes consistency in their care and learning. Staff also work in partnership with other agencies. They welcome additional support and training, which helps them to meet the individual needs of children.

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

Staff use observations of children during play to make accurate assessments of their level of learning and development. They plan activities that incorporate children's next steps in learning and interests to support their progress. Children choose from attractively presented activities and resources in the indoor and outdoor learning environments. Staff lead small-group activities to support older children's mathematical and literacy skills. For example, older children enjoy recreating scenes from their favourite books. They make a pretend hot air balloon for a teddy bear and talk about the places the bear flies over in the relevant book. Staff teach older children to recognise key letters and numbers, such as their own initials or age. This promotes children's speech and language development.

### Personal development, behaviour and welfare are good

Staff speak to children in a warm, respectful manner. They are good role models, who frequently offer to help their colleagues with tasks. Children enjoy attending the setting. They build positive bonds with staff and settle quickly. Staff encourage children to share their news. This supports children's self-esteem and shows that staff value their experiences and ideas. Children are eager to talk about their day and plans for after nursery. They demonstrate pride in their work and bring items from home to show staff. Children behave and relate well to each other. On occasion, staff remind them of key expectations, such as using their 'walking feet', which helps them to understand what is expected. Older children begin to play collaboratively, taking turns on the computer and creating a trail of foam mats to hop along with their friends.

### Outcomes for children are good

All children, including those with special educational needs and/or disabilities and those in receipt of additional funding, make good progress from their starting points. Children learn to use technology for a purpose, such as taking a photograph or using remote controls to move toy cars. Children are prepared for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	254328
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10065032
<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>	2 - 14
<b>Total number of places</b>	34
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Treehouse Children and Families Centre
<b>Registered person unique reference number</b>	RP527521
<b>Date of previous inspection</b>	26 January 2016
<b>Telephone number</b>	01603 665740

Treehouse Children's Centre registered in 1986. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday term time only. Sessions are from 8.30am until 1.30pm. Out-of-school facilities operate from Monday to Friday during school term time, with opening hours from 3pm until 6pm. A holiday playscheme runs Monday to Friday from 8.30am until 6pm during school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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