

Treehouse Pre-School

Winslow C of E Combined School, Lowndes Way, Winslow, BUCKINGHAM
MK18 3EN



Inspection date	7 May 2019
Previous inspection date	7 January 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff take prompt and effective action to gain support from and work with other professionals, when a child's rate of development raises concerns. This early intervention, coupled with high-quality teaching, means that any gaps in children's development close quickly. Children with special educational needs and/or disabilities (SEND) make significant gains in their development at the pre-school.
- The manager is well qualified and experienced and leads the pre-school with passion and enthusiasm. She and her staff team develop their knowledge and skills through undertaking extensive training and research.
- Parents are truly seen as partners in their children's learning by staff. Staff place a high value on building trusting relationships with parents for the benefit of children.
- Children learn and thrive in a lively and engaging environment. Each area is designed to give children challenge and arouse their curiosity, and they approach their learning with a sense of purpose.
- Staff have high expectations for what children can do. This helps to drive a confidence and resilience within children that enables them to achieve. Staff assessments of children's development are highly accurate and effective in supporting plans to encourage children to make rapid progress.
- Children show their obvious deep affection and attachment to their key person. In the morning, they rush towards their key person with open arms as the staff wait to greet them.
- Staff expertly support children's communication and language skills. Children couple their good communication with their vivid imagination to tell stories and talk about their play.

What the setting needs to do to improve further

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

- continue to encourage and promote children's excellent ability to work together when sharing a limited number of resources.

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 completed a joint observation with the manager.
- The inspector held a meeting with the manager and the chair of the committee. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small number of parents during the inspection and took account of their views.
- The inspector spoke to staff and children throughout the inspection at suitable times.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of leadership and management is outstanding

The dedication and high motivation of the whole staff team enable the pre-school to sustain the very highest of standards for children. The staff are long serving and dedicated to their work, which they undertake with professionalism and pride. The committee team and manager ensure that all staff have support and coaching to continually improve the excellent quality of their teaching. Safeguarding is given high priority. The manager uses effective ways to test out and embed staff knowledge of how to help to keep children safe, such as through crosswords. The manager and the chair of the committee have a wealth of knowledge about safeguarding issues. They are alert to local and national issues that affect their community. Arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is outstanding

Staff skilfully weave mathematical learning into children's activities, and children demonstrate their excellent awareness. For example, they know that if they add one more to four, they will have five. Children watch a group of ants with fascination and estimate that they have seen 159,000 ants, as they know this is a large number. An array of tantalising opportunities is available to support children's development of the small muscles in their hands. Coins hidden within sand entice children to dig and discover them. Children use pipettes and make intricate patterns by gluing gem stones onto paper. All these activities contribute towards children strengthening and developing their grip, control and dexterity in their hands in readiness for moving on to writing.

Personal development, behaviour and welfare are outstanding

Staff demonstrate their excellent awareness of how to support children's health and mental well-being. Children quickly settle at the group with the support of their key person. The outdoor area offers children an abundance of opportunities to test out their physical skills. Children climb in and out of a life-sized boat. They transport tyres around the garden, stacking them as they play imaginatively creating different vehicles. Staff use engaging ways to help children to learn about each other. They listen to familiar rhymes in children's home language to help foster a sense of understanding about the things they have in common and the things that make them different from each other. Staff are finding even more ways to foster teamworking and encourage children to learn about sharing resources, especially when there is a limited number.

Outcomes for children are outstanding

All children, including children with SEND and those for whom the setting receives additional funding, make significant, rapid progress. They immerse themselves in their learning and play together well. Children show high levels of confidence and a strong sense of independence. They explore risky activities with superb adult supervision. In the garden, children show how adept they are at safely chopping vegetables using a knife. Children study insects they find and scrutinise their features closely. They talk about what they observe, such as that the woodlouse can curl into a ball. Children have a thirst for learning and acquire the essential skills that they need to be ready for moving on to school.

Setting details

Unique reference number	EY358828
Local authority	Buckinghamshire
Inspection number	10104220
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	30
Number of children on roll	60
Name of registered person	Treehouse Pre-School Committee
Registered person unique reference number	RP527153
Date of previous inspection	7 January 2015
Telephone number	01296 712 333

Treehouse Pre-School registered in 2007. It is managed by a voluntary parent committee and is sited in a building within the grounds of Winslow Church of England Combined School, Winslow. The pre-school operates from 8.50am to 3pm, Monday to Friday, term time only. The pre-school employs 16 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with SEND.

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