

Treetops Preschool & Extended Schools Provision CIC



Pool Hill, Bridestowe, OKEHAMPTON, Devon EX20 4EW

Inspection date	16 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Good Not applicable	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 provider is proactive in evaluating the setting to identify areas for development and change that benefit the children. For example, the provider has worked closely with the staff team to make changes to how they plan for children, to enable them to target children's individual needs more effectively.
- The provider and staff help children who require additional support and those with special educational needs and/or disabilities (SEND) particularly successfully. They work closely with outside agencies to promote complementary care and learning experiences. All children make good progress in their learning.
- Staff know the children well and assess what they can do accurately. They use this information to identify children's next steps in learning and plan challenging and enjoyable activities, which motivate the children to take part and try new things.
- Staff are positive role models of how they expect children to behave and routinely praise children's efforts and achievements to build their self-esteem. For example, when children work together to carry a large box of toys, staff initiate 'high fives' with enthusiasm to show their thanks and appreciation.
- Staff could make better use of opportunities to engage children in detailed discussion and encourage them to think and share their ideas.
- Staff do not always initiate information sharing about children's learning as early as possible, to help them and other settings get to know children and identify their starting points sooner.

What the setting needs to do to improve further

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

- provide more targeted support for staff to help them consistently make best use of opportunities to develop children's thinking and speaking skills
- strengthen partnerships with parents and other settings that children attend, to obtain and share more information about what children can already do in their learning when they start.

Inspection activities

- The inspector observed children's interactions with staff and their engagement in activities and play.
- The inspector carried out a joint observation with the provider to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector spoke with parents, staff and children to take account of their views.
- The inspector held discussions with the provider about their practice, policies and procedures.
- The inspector sampled a range of documents, including self-evaluation records, staff's suitability checks and training certificates, and children's learning records.

Inspector
Sarah Madge

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and staff have a clear understanding of their responsibility to keep children safe from harm, including from wider safeguarding matters. They recognise indications that a child's welfare might be at risk and know the appropriate action to take to refer any such concerns. The provider carries out thorough risk assessments to ensure the premises are safe, secure and suitable for children. She monitors staff's assessments of children and is keen to develop her systems to identify any patterns in the progress of different groups of children. The provider gives good support to staff to ensure they understand their role and responsibilities, and she encourages them to strengthen their knowledge. For example, training has helped staff to become more aware of potential developmental delays so they can seek and implement the relevant support for children sooner.

Quality of teaching, learning and assessment is good

Staff share ongoing information with parents about their children's progress, so they can work together to build on what children need to learn next. Staff support the older children's early reading and writing skills effectively, in good preparation for school. For instance, they offer activities to develop children's coordination, such as pouring water at the mud kitchen, to help them gain the skills needed to hold a pencil and make marks with control. Staff teach the pre-school children to recognise their written name and to identify some sounds in words. Children enjoy listening to stories and are confident to take part, such as eagerly finding the corresponding picture cards for the different parts of the story. Staff support children to count and recognise numbers throughout the session. For example, they encourage children to work out how many pieces of each snack food they take.

Personal development, behaviour and welfare are good

Staff are calm and enthusiastic, which helps to create a positive environment for children. Staff form strong relationships and build children's confidence effectively, to motivate children to be independent in their self-care and to ask for help when needed. Children are kind and caring, and learn good social skills. They push their friends on the swing as they wait for their turn patiently, regularly checking the sand timer, and they happily swap roles when their time is up. Staff promote children's health well. For example, they provide ample time for children to play and exercise in the fresh air and offer nutritious snacks.

Outcomes for children are good

Children acquire the key skills needed for later learning, including the move to school. They learn to listen to staff and follow their instructions, such as to line up and wait patiently for their turn to serve themselves snack. Children eagerly join in with activities and develop a positive attitude to learning. For example, they happily sing nursery rhymes and enjoy exploring the play dough. Children are physically active and play together harmoniously.

Setting details

Unique reference number	EY545515
Local authority	Devon
Inspection number	10110964
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 - 12
Total number of places	20
Number of children on roll	38
Name of registered person	Treetops Preschool And Extended Schools Provision CIC
Registered person unique reference number	RP545514
Date of previous inspection	Not applicable
Telephone number	01837 861761

Treetops Preschool & Extended Schools Provision CIC re-registered in 2017, having opened in 1974, and has been operating at its current premises since 2008. It opens each weekday from 7.45am to 6pm, all year round. There are 11 members of staff, including the provider/manager, who work directly with children, 10 of whom hold relevant qualifications at level 2 or 3. The pre-school offers funding to provide free early education for children aged two, three and four years.

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