

Inspection of The Tree House

2 Fords Grove, LONDON N21 3DN

Inspection date: 31 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

New children settle with ease and form strong attachments with staff quickly. This is because of the highly attentive and enthusiastic staff. Children benefit from an exciting and stimulating learning environment and show deep levels of engagement and eagerness to learn. For example, during an obstacle course, children follow instructions and negotiate space extremely well. They run safely while holding a ball and walk around and under different items. They also learn to balance when walking on a narrow bridge. Children demonstrate great focus and concentration. They develop patience, resilience and determination. All children, including those with special educational needs and/or disabilities, thrive and make excellent progress with their learning and development. They confidently and independently explore resources in the indoor and outdoor play areas. Children are excellent communicators. For example, they use their imaginations incredibly well and are excited to express their thoughts and ideas. Children recall past experiences and they talk about what they know during stories. Children's behaviour is exemplary. They show a great deal of kindness and respect towards their friends and staff. Children are aware of the rules and they know the expectations from them. For example, they listen to their friends and are helpful to others. Staff have very high expectations of children's behaviour. Children complete regular sessions to practise their breathing and to do calm-down exercises.

What does the early years setting do well and what does it need to do better?

- The dedicated manager and her staff provide a highly successful, challenging curriculum that builds on what children know and can do. For instance, when children showed interest in writing letters, staff gave them the opportunity to write and post their letters to children from other local settings. Children travel to the post office and they meet the postman. They build further on this experience as they use the role-play post office to practise writing and posting letters. Children learn to use their imagination extremely well.
- Staff respond to children's individual needs and interests effortlessly. When staff notice children progressing in their learning, they seamlessly plan an activity to extend this learning even further. For example, babies show great enjoyment in exploring musical instruments, singing and doing different movements. Older children take pride in and satisfaction from writing numbers and letters on the interactive board. All children show very high levels of curiosity, concentration and enjoyment during their play.
- Children demonstrate a broad understanding and develop high-level skills to support them in their future learning. For instance, they demonstrate very high levels of independence as they competently dress themselves and tidy away toys. Older children are very well prepared to start school. They are extremely proficient at writing their own names and learning to measure, count and

recognise size.

- Staff are excellent communicators. Children have countless opportunities to share ideas and communicate with staff and their friends. For example, during a paint activity, older children confidently put meaning to their prints and they discuss how mixing colours together creates new colours.
- Staff spend a great deal of time learning about their key children and their parents. For example, they arrange for children to visit the setting with their parents before they start. These highly effective visits allow staff to establish a bond with the children and find out what they enjoy and what makes them special.
- Children benefit from highly effective and consistent care routines to further support their emotional security. Staff create a warm and caring environment which enables children of all ages to feel safe and secure. The manager and staff are excellent role models. They consistently teach children good manners and provide clear explanations to support their understanding of acceptable behaviour.
- The manager demonstrates immense passion, knowledge and ambition. She encourages continuous improvement in the setting successfully. This ensures staff constantly achieve exceptionally high standards that support every child to have meaningful and challenging experiences in their learning.
- The manager maintains a strong focus on ensuring that staff expertise can support further improvements. She completes regular supervision of staff's performance and provides a robust programme of training to develop their subject knowledge. For instance, staff attended training around supporting children with speech and language delay, which has helped to strengthen their teaching practice.
- Parents feel extremely involved in their children's learning and they play a significant part in improving practice within the setting. They speak very highly of the setting and the outstanding progress their children have made since starting.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date. For instance, staff complete safeguarding training and they discuss safeguarding issues in staff meetings. Staff have an excellent understanding of how to deal with concerns about children's welfare. They are aware of the whistleblowing policy and procedures for reporting allegations. Staff have an exceptional understanding of the signs and symptoms which may indicate that children are at risk of harm. The manager has in place robust recruitment procedures to ensure staff are suitable to work with children. Staff regularly risk assess the environment and they apply appropriate hygiene practice, in order to promote ongoing health and safety.

Setting details

Unique reference number	EY357805
Local authority	Enfield
Inspection number	10128454
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	The Tree House Children's Nursery Limited
Registered person unique reference number	RP910943
Telephone number	07912 420 775
Date of previous inspection	11 May 2015

Information about this early years setting

The Tree House registered in 2007 and is situated in Winchmore Hill, in the London Borough of Enfield. The nursery operates Monday to Friday from 8am until 6pm, throughout most of the year. It is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery employs eight staff, including the manager. Of these, four hold early years qualifications at level 6 and one holds level 3. The manager holds early years professional status.

Information about this inspection

Inspector
Martina Mullings

Inspection activities

- A learning walk was undertaken by the inspector with the manager to discuss the organisation, aims and rationale for activities.
- The inspector observed the quality of teaching in playrooms and the outside play area, and conducted joint observations with the manager.
- The inspector held discussions with staff about their roles, and assessed their understanding of the requirements of the early years foundation stage.
- The inspector took account of children's and parents' views during the inspection.
- The inspector checked relevant documentation, including staff recruitment records, paediatric first-aid training certificates and records of attendance.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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