

# Inspection of The Tree House Club Forestry Nursery and out of school club

The Education Room, Norsey Woods, Outwood Common Road, Billericay CM11 1HA

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Inspection date: 18 August 2021

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are very happy and content. They enjoy their nursery experiences, make friends and form close relationships with the adults caring for them. Children show that they feel safe and comfortable around each other. They tell staff that they have missed them when they return from their break and talk cheerily about their best friends. Children understand the nursery routines and rules. They show great kindness and care towards each other. They are polite and respectful, for example, when walking in the forest with the staff, they step to one side to allow other walkers to pass.

Children develop a good understanding about risk and how to keep themselves safe. They participate in a wide range of outdoor learning, mostly within the surrounding forest. When participating in the forest school activities, they know to follow the staffs' clear instructions. Children explore nature and the living world in detail. For example, they observe wild plants, such as fungi. They talk about the colour and size, but clearly know not to touch or damage it in any way.

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

- Managers recognise the impact that the COVID-19 (coronavirus) pandemic has had on children, staff and their families. They supported families effectively when they were not able to attend the nursery, for example by keeping in touch with them on a regular basis. Since returning to a more normal working pattern, managers have placed greater emphasis on supporting staffs' well-being. They have re-introduced opportunities for new families and children to visit the nursery prior to starting, to help them to become familiar with the setting and settle more effectively.
- The senior management team support and oversee the two deputies, who at present are leading the nursery while a full-time manager is being appointed. The staff team consists of a number of newly appointed staff. There are some opportunities for more experienced staff to model and share good practice. However, there is scope to strengthen these arrangements to help the whole staff team to build on their relationships and develop their working practices to an even higher level.
- Partnerships with parents are good. Parents who shared written feedback for the inspection comment that they have seen a marked improvement in staff stability and morale over the past couple of months. Other parents share how effectively the staff follow their children's interests. They share how they can play an active role in their children's learning by inputting information on the online system, which staff access and use in their planning.
- Children are vocal and express their feelings well. Staff support children to develop their speech and communication skills. They listen carefully to children.

Those working with the youngest children respond affectionately to the children's early vocalising and sounds. They name objects and encourage the babies to repeat words. Staff working with older children use a range of appropriate questioning skills to encourage children to think critically. However, on occasions, some staff answer these questions before allowing the children time to fully consider their responses.

- Staff help children to learn about, and explore, events that happen in the wider community and world. For example, children in the 'Hedgehog' room participated in the 'Hog Olympics', when the Olympic Games were taking place and being shown on national television. They each dressed in the colour of their key worker group and enjoyed a day of physical tasks and fun activities. Each receiving a medal for their excellent participation.
- Children's self-confidence and self-esteem are effectively promoted. For example, staff offer lots of praise and encouragement. As a special reward for 'clearing their lunch plate' of food, they are presented with a sticker from the chef. Children squeal with delight as they announce that their plate is empty in anticipation of this special recognition.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of their responsibilities with regards to protecting children. They recognise the main types of abuse and the signs and symptoms that would alert them to a child being abused or mistreated. Managers carry out thorough checks when they recruit new staff to assess their suitability. New staff undergo a robust induction to help them to become familiar with the nursery's procedures, including their safeguarding policies.

## **What does the setting need to do to improve?**

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

- strengthen staffs' knowledge of how to extend children's learning further, such as when questioning children, to allow them time to think and respond
- provide greater opportunities for staff to share their knowledge and expertise to help them to raise learning experiences even further and embed consistency in teaching across the nursery.

## Setting details

<b>Unique reference number</b>	EY473333
<b>Local authority</b>	Essex
<b>Inspection number</b>	10197551
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	45
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	The Tree House Premier Child Care Limited
<b>Registered person unique reference number</b>	RP532829
<b>Telephone number</b>	01277 656921
<b>Date of previous inspection</b>	27 October 2016

## Information about this early years setting

The Tree House Club Forestry Nursery and out of school club registered in 2013. The nursery employs 19 members of childcare staff. Of these, one holds qualified teacher status and two hold early years degrees. 11 staff hold a qualification at level 2 and above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions operate between 7am and 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Hughes

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The deputy managers and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children shared their views with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the deputy manager.
- Parents provided the inspector with oral and written feedback.

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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