

Inspection of Treehouse - Cambridge Park

25 Cambridge Park Road, Wanstead, London E11 2PU

Inspection date: 1 February 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy at this inviting and safe nursery. They enthusiastically explore the wide-ranging, stimulating play experiences the leaders and staff provide for them. All children eagerly participate during specialist teacher sessions, such as 'Jingle Bop'. They learn to sing along and move to songs and rhymes, while successfully developing their attention, language and physical movements.

Staff have high expectations of what children can achieve and learn to do. For instance, staff teach children about how to behave responsibly and how to do things for themselves. Children behave consistently well. They are independent learners and make good progress across all areas of their development.

However, at times, staff are not deployed well. On occasions, key staff are unable to quickly respond to their key children's individual care needs, for example when they are feeling upset. This means that sometimes children's emotional well-being is not supported as effectively as it could be. In addition, at times during the day, staff-to-child ratios are not maintained. There are less staff available in the room to ensure all children's needs are always met.

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

- Leaders and staff know what they want children to learn, to help them gain the skills they need for future learning. They have a clear focus on helping children to become independent. Pre-school children tidy up after themselves when they have finished an activity without being prompted. They are keen to help set up for mealtimes and confidently tell staff how many more cups and plates are needed for the table. Children learn to problem-solve, follow and give instructions and they enjoy helping. The quality of education given to children is good and they make good progress at this nursery.
- Children benefit from staff's effective partnerships with parents. Parents talk positively about the family app that the nursery uses to communicate with them. Staff use this to regularly share information with parents, to help them know what their children are learning about in the nursery.
- Leaders and staff work well with other agencies to support children with special educational needs and/or disabilities, or delays in their learning. For instance, staff use information which has been shared by parents and other professionals in their plans for individual children, to support their learning. This helps to close any gaps in children's development.
- Children have suitable opportunities to be physically active to support their health and well-being. For instance, they go on outings to the park and also use the nursery's soft-play equipment. Children learn to confidently climb, balance and move in different ways, developing good physical skills.

- The leadership and management of this nursery requires improvement. Leaders do not deploy staff consistently well, and weaknesses in staffing arrangements at times impact negatively on children's care needs. For instance, key people are not always deployed effectively to support babies when they cry and are upset. This means that children's emotional needs and well-being are not routinely well supported throughout the day.
- At times, ratio requirements are not met. This means that some routines become difficult for staff to manage, for example when younger children are playing with the soft-play equipment. On occasions, one member of staff is left to supervise play while managing the needs of more children than expected. This impacts on the levels of care and attention the children receive.
- Leaders monitor staff's teaching practice adequately. They recognise areas where staff can improve and provide suitable opportunities for them to develop their practice, for example through virtual learning. Staff have recently completed behaviour management training, to help them in teaching children about how their behaviour impacts on others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their safeguarding responsibilities. They know the possible signs that may indicate a child is at risk of harm and who to report their concerns to. They are aware of local safeguarding issues, such as their responsibilities related to 'Prevent' duty guidance. Leaders carry out robust checks on all staff, to help ensure they are suitable to work with children. Staff supervise children well, to help keep them safe while they play. This helps to minimise any impact weaknesses in staffing arrangements have on children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure the staffing arrangements, including the adult-to-child ratios, meet the needs of all children at all times of the day	28/02/2022
improve the deployment of staff to ensure that all children's care needs are met promptly, particularly in relation to fully supporting their emotional well-being.	28/02/2022

Setting details

Unique reference number	EY458236
Local authority	Redbridge
Inspection number	10220592
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 at time of inspection	0 to 4
Total number of places	116
Number of children on roll	128
Name of registered person	Treehouse Nursery School Limited
Registered person unique reference number	RP523844
Telephone number	02085322535
Date of previous inspection	9 November 2017

Information about this early years setting

Treehouse - Cambridge Park registered in 2013 and is located in Wanstead within the London Borough of Redbridge. It opens from 7.30am to 6.30pm each weekday, all year round. The nursery currently employs 24 members of childcare staff, all of whom hold appropriate early years qualifications from level 2 to level 6. It receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Anneka Mundy
Catherine Greene

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- The manager took the inspectors on a learning walk and told them about what they want the children to learn at the nursery.
- The inspectors, the manager and the deputy manager completed a joint observation of a teaching activity to review the quality of education.
- The inspectors engaged with children at appropriate times throughout the inspection.
- The inspectors looked at documents relating to the suitability of those working with children, including their early years and first-aid qualifications.
- Parents provided feedback on their experiences of the nursery and the inspectors took account of their views.

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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