

Inspection of The Treehouse Club Forestry Nursery And Out Of School Club

Saint Nicholas Church Hall, School Lane, Ingrave, Brentwood CM13 3RB

Inspection date: 18 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They develop good relationships with the staff and are comfortable to ask for help if it is needed. Children are very motivated to learn and persist with activities they enjoy. They work together and learn about capacity and measurement. For example, they measure how much water they need to put in bottles. Children extend the activity further by using different sized containers and comparing them. They experiment to find out which objects float or sink.

Children keep on trying during activities and are proud of their achievements. For example, they cut out the letters of their names, rearrange them and stick them onto paper. They concentrate intently as they work out for themselves how to hold the scissors and glue the letters on to achieve the desired result. Children display positive behaviour and they treat others well. They respect each other and the staff by listening to them and sharing resources. Staff praise their efforts and this helps children to develop a sense of emotional well-being.

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

- Managers have a very good knowledge and understanding of what they want children to learn and achieve. Staff observe children and use the information from their assessments to plan for their learning. This helps children to make good progress.
- Staff structure the curriculum to support and build on what children know and can already do. They do not, however, consistently support children's independence. For example, staff do not provide the necessary tools to enable children to do things for themselves successfully, such as small enough jugs to enable children to pour their own drinks.
- Staff are clear about helping children to be ready for school by ensuring they learn the key skills to support their future learning. For example, children learn to follow simple instructions, manage their personal care, and share resources.
- Communication and language are a strong focus in the setting. Staff use skilful questioning to encourage children to think and engage them in conversation. Children demonstrate their growing vocabulary as they practise new words and confidently share their ideas.
- Staff work well together, and their morale is good. The managers value the staff team and provide effective support, ensuring staff have regular opportunities for training. They meet regularly to share their ideas and good early years practice.
- Partnerships with parents are well established and valued. Parents provide very positive comments about their children's experiences at the setting. They say that staff are approachable and share good information about their children. They feel their children are making good progress.
- Children develop their physical skills and gain a good understanding of healthy

lifestyles. They learn to balance and climb, which helps them to develop good muscle control and contributes to their sense of well-being. Children enjoy exploring the garden area and their own allotment nearby, where they grow fruit and vegetables.

- Staff promote children's good health. Children follow sensible hygiene routines and understand the importance of washing their hands before eating. They enjoy a range of nutritious snacks and staff sit with children, guiding the conversation about making healthy choices. Staff have regular discussions with children about the importance of cleaning their teeth. This helps to support children's understanding of good oral hygiene.
- Children's literacy skills are good. They enjoy listening to well-read stories. Children remember what they learn. For instance, they know that the author is the person who wrote the book and that the illustrator drew the pictures.
- Throughout the COVID-19 pandemic, staff stayed in contact with all children and their families when they were not able to attend the setting. Staff shared ideas and activities with parents to help children continue to make progress in their learning.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure staff have a good knowledge of the safeguarding policy and they keep their training up to date. All staff have a secure understanding of their responsibilities to protect children. The managers and staff recognise signs and symptoms that would cause concern for a child's welfare. Staff ensure that the premises are safe and secure and that any potential hazards to children's safety are identified and minimised. Staff know how to report any concerns they may have about a child in their care. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- support staff to provide opportunities that challenge children to do as much as possible for themselves and help them to be highly independent.

Setting details

Unique reference number	2552351
Local authority	Essex
Inspection number	10215766
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	35
Name of registered person	The Tree House Premier Child Care Limited
Registered person unique reference number	RP532829
Telephone number	01277 402018
Date of previous inspection	Not applicable

Information about this early years setting

The Treehouse Club Forestry Nursery And Out Of School Club registered in 2019. It is one of six settings run by The Tree House Premier Child Care Limited. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday during school term times. The breakfast club sessions are from 7am until 9am and the pre-school sessions are from 9.30am to 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The managers and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the deputy manager.
- The inspector spoke with the managers, staff and children at appropriate times during the inspection.
- Evidence of staff's qualifications and the suitability of all those working in the setting were checked by the inspector.
- The inspector spoke to parents and 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022