

# Inspection of The Treehouse Of Water Orton

The Tree House, Water Orton Primary School, Plank Lane, Birmingham B46 1SG

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Inspection date: 18 July 2022

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

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

### **The provision is good**

Children are keen to arrive at nursery. They are pleased to see the staff and really eager to get on with their day. They separate well from their parents and carers and confidently greet their friends. Children sit well at group time and are excited to participate in activities and songs. They communicate effectively with each other and actively lead their own learning by selecting toys and resources across a range of interesting activities. As a result of the staff's effective planning and assessment, all children, including those with special educational needs and/or disabilities (SEND), make good progress.

Children benefit from a wide range of experiences that support their understanding and appreciation of the natural world. Children of differing ages plant, water and harvest vegetables. They know the cycle of planting and explain this clearly to the inspector. Children's learning is extended through their involvement in chopping vegetables and making soup. Staff support mathematical learning effectively through a range of creative opportunities. For example, they challenge younger children to open pea pods and line up their peas using a number line. This successfully supports their counting skills.

Children are extremely confident and they play cooperatively with their peers. They benefit from many opportunities to explore their creative ideas. They enjoy music and have the opportunity to sing and dance in their performance area on the stage with the disco ball. Children enthusiastically perform in an end of term talent show for their families.

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

- Leaders have developed a clear and ambitious curriculum. Children make confident choices about how they spend their time and staff are joyful play partners, participating in and skilfully supporting their development. Staff successfully use children's interests and motivations to ensure their learning is purposeful. Children currently show great interest in the farm and the zoo, following recent trips with nursery.
- Staff promote children's physical skills well. Children are active outdoors and have access to a range of opportunities that support their gross- and fine-motor development. For example, they play with sand on a large scale and use a range of authentic items for moving, scooping, digging and mixing. Children also enjoy role play with wheeled vehicles, pushing them up onto a ramp to 'fix' and wash them.
- Children behave well. They play cooperatively, take turns and share resources successfully. Staff are consistent in promoting self-regulation and support children to acknowledge and understand their emotions. Children use an

emotions board to help them to express their feelings appropriately.

- Staff support children's communication and language skills by extending their vocabulary and modelling the correct pronunciation of words. Children have access to many literacy opportunities, including stories, singing and the use of sign language. However, staff overlook some opportunities to help children to further explore their ideas and understanding, to deepen their knowledge even further.
- Children are enthusiastic learners. They learn about and celebrate diversity within the setting and the wider community. For example, staff invite parents into the nursery to share traditional dress, food and stories from their home countries. Staff also involve parents in helping children's learning about people who help us. As a direct result of the children's interest following a visit from a midwife parent, baby care role play is now popular within the nursery.
- Leaders are inspirational. They lead and manage the staff team highly effectively. There is a clear vision for the setting. Leaders and staff are reflective, which ensures a culture of constant improvement. Leaders work in partnership with external agencies to ensure families in need receive an exceptionally high level of support. The special educational needs coordinator offers appropriate and individualised support to children with SEND to ensure they access the curriculum and make good progress.
- Parents comment on the nurturing, loving and approachable staff team. They are happy with the successful key-person system as staff know the children really well and use this information to plan effectively for their individual learning needs. Parents feel involved and well informed about their child's progress. Parents of children with SEND are pleased with the good progress their children make and the inclusive culture across the setting. Parents also comment on children's readiness for school and the strong transition support they, and their children, have received.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an extremely effective safeguarding culture across the provision. Staff teach children about how to keep themselves safe by encouraging them to respect each other's privacy. Leaders ensure safeguarding is high on their agenda and staff discuss new guidance and good practice during regular staff meetings. The staff team are extremely knowledgeable about the risks to children and their important role in protecting them from harm. They access frequent training and safeguarding information is displayed clearly across the setting. Systems for recording and reporting are transparent and highly effective.

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

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

- help staff to further enhance their teaching skills to identify how they can challenge children's thinking even further, to help them to make the best possible progress.

## Setting details

<b>Unique reference number</b>	2574014
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10239134
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 11
<b>Total number of places</b>	120
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	The Tree House Of Water Orton Ltd
<b>Registered person unique reference number</b>	2574013
<b>Telephone number</b>	01217473923
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

The Tree House of Water Orton re-registered in 2020. It operates from rooms within Water Orton Primary School in Warwickshire. There are 26 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 2 to level 6 and three are unqualified. The setting operates Monday to Friday, 7.30am until 6pm, during term times. A holiday club operates for one week at Easter and for four weeks during the school summer holidays. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Gadsby

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The director and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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