

Inspection of St Marys Treehouse

St Mary's Community Centre, Oxford Street, Eccles, Salford M30 0LU

Inspection date: 9 September 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 flourish at the setting, where each child is treated as a unique individual. Children are warmly welcomed by all staff as they happily bound into the pre-school. Even children new to the pre-school settle in quickly. Children develop strong emotional attachments with their key person when settling into this wonderful pre-school. They wave goodbye to their parents and carers with confidence and demonstrate that they feel safe and secure. The children enjoy exploring the activities that are freely available, allowing them to make independent choices from the good-quality resources that are at their level.

Children behave well, as staff constantly demonstrate positive behaviours through good role modelling. They help to promote positive behaviour, offering age-appropriate explanations to aid children's understanding. Children who speak English as an additional language and children with special educational needs and/or disabilities have a curriculum that is tailored to their needs and make good progress. Children enjoy a wide range of activities. For example, they use sticks to make patterns in foam and paint the fence using brushes. This helps to develop children's physical skills and muscle control in preparation for early writing.

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

- Literacy is promoted well in the setting. Children eagerly listen to a story about a crocodile. They enthusiastically call out 'snap, snap, snap' when they see the crocodile and are excited to see what happens next. Staff introduce new vocabulary to children and ask them questions about the story. This helps support children to be confident communicators and to develop a real love of books.
- Overall, intentions for children's learning are understood by staff. Activities are interesting and engage groups of children in learning. However, staff do not always assess what support individual children need to further extend their learning. This means, at times, that children's learning is not always extended.
- Care practices are good. Staff provide younger children with lots of opportunities to serve themselves at snack and lunchtime. They talk to children about the importance of eating a healthy diet and support them when they need help. This encourages children to become increasingly independent.
- Staff weave mathematical concepts throughout children's play and at routine times of the day. They develop children's understanding of number and help them to recognise a small total when counting. Children make simple calculations. They work out the total when one more value is added, counting the eyes on a face made of play dough, for example. Children are developing a knowledge of different mathematical concepts.
- The managers motivate staff to continually research and develop their

understanding of how children learn. Leaders show clear ambition and passion for their role and the future of the setting. They hold regular meetings to discuss and evaluate how they want to develop the setting. This means that the setting is constantly adapting to meet the needs of children.

- Leaders provide many opportunities for children to explore inclusion and diversity. Children learn about different faiths and cultures. They explore different festivals and special events, including Eid Mubarak and the queen's jubilee. This helps children to develop an understanding of the world around them.
- The curriculum for physical development is ambitious. Children visit the local park where they enjoy running and climbing and exploring the equipment. They also experience trips to the local leisure centre for a swimming activity. This builds up the children's confidence in the water and strengthens their core muscles, balance, and coordination.
- Partnership working is strong. Parents speak very positively of the pre-school. For example, they comment that 'the pre-school focuses on their development' and 'they are given the freedom to play.' The pre-school staff work closely with staff at school to support children with their transition. These partnerships help to provide a consistency of care for children.
- Home learning is promoted by using a 'take home bear'. Parents and children are asked to complete a diary for the bear and take photographs. The bear is also used as an emotional support for children who are transitioning. This helps children to develop their social and emotional development as they go through changes.

Safeguarding

The arrangements for safeguarding are effective.

There is an excellent culture of safeguarding in this pre-school. Children's safety, welfare and well-being are at the heart of the pre-school. Leaders and staff have regular training and are aware of potential risks that they must be alert to. They demonstrate a firm understanding of their roles and the policies and procedures that underpin their practice. They share information with a range of other agencies to help keep children safe. Effective record-keeping and processes are in place. The premises are secure and well maintained, which contributes to keeping children safe.

What does the setting need to do to improve?

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

- strengthen staff understanding of the support individual children need in order to extend children's learning even further.

Setting details

Unique reference number	2538881
Local authority	Salford
Inspection number	10208643
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	2 to 3
Total number of places	61
Number of children on roll	10
Name of registered person	St Teresa's Treehouse Limited
Registered person unique reference number	RP903069
Telephone number	07889991113
Date of previous inspection	Not applicable

Information about this early years setting

St Marys Treehouse pre-school registered in 2019. It is located in Eccles, Salford. The pre-school opens Monday to Friday, term time only. Sessions are from 9am until 3pm. The pre-school receives funding for the provision of free early education for two-, three- and four- year-old children. The pre-school employs 5 members of childcare staff. Of these, 3 hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Nicky Martin

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the provision.
- The managers discussed with the inspector how they use the premises and resources with the children.
- The inspector spoke with the managers, staff and children at appropriate times throughout the inspection.
- The inspector observed an activity with the manager and assessed the impact this has on children's learning.
- The inspector held discussions with the managers throughout the inspection.
- The views of parents were gathered through discussion.

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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