

Inspection of ABC TREEHOUSE

Mistley Community Hall, Church Road, Basildon, Essex SS16 4AE

Inspection date:

23 November 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 enter this inviting and inclusive setting full of excitement and anticipation. They settle quickly, finding their friends or activities of interest. Children support others to access resources and activities by inviting them to play. They hold a friend's hand to support them on the small trampoline and cheer when they jump. Children are also confident to explore alone, looking through a story book or pushing a car along the mat. They develop the independence to choose which type of activity they would prefer from the accessible resources.

Children behave well. Staff act as strong role models for sharing and taking turns with others. Children recognise that they need to wait for their go on the seesaw and wait patiently. They start to learn early recognition of emotions and how to self-regulate their behaviour. This is due to the close support from the warm adults, who know them well. Children form close bonds with staff at the setting. Staff are highly receptive. They learn how children individually communicate and support them to make choices and expressions. As a result, children feel valued. They become comfortable in expressing their choices and opinions, both verbally and non-verbally, knowing that they will be heard.

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

- Children with special educational needs and/or disabilities are very well supported. The manager is also the special educational needs coordinator. She is highly proactive in recognising concerns and supporting children. Staff work closely as a team to create individualised support plans for children. They also work with families and other professionals to build targets and support. As a result, children make pleasing progress across all areas of learning.
- Parent partnerships are strong. Parents praise the setting for how they support children to settle each day. They highlight particular progress for children in speech and language and personal confidence. Parents appreciate the regular updates on what children have been learning and enjoying.
- Staff prioritise communication and language development in their curriculum. They create an environment rich in language for all children. Staff follow children's lead in play. They listen and respond, modelling language and repeating new words and phrases. This results in children of all abilities making good progress in their communication.
- Staff create inviting and stimulating environments. They create eye-catching activities and areas that entice children into play. This means that children become focused on activities for prolonged periods of time. They show excitement in joining in with messy play and exploring the materials. Children thrive in the outdoor environment, where they can take on physical challenges.
- Staff have created effective links with local schools. The setting is close to a

number of schools. Staff work closely with teachers and parents to support children's transition to school. They make sure information is clearly communicated on each child. This supports the continuity of care and education and a smooth transition.

- Staff at the setting adopt an inclusive practice. They celebrate all backgrounds and ways of life. This means that children and families instantly feel welcomed and valued. The manager is flexible with sessions and presenting information to parents to follow children's progress. Children learn to respect others and that it is alright to have differences. Therefore, they show care and tolerance towards others.
- Staff are well delegated throughout the setting. The manager deploys additional staff to ensure all children's needs are met. Staff supervise and support children during play and planned activities. However, they do not always plan for transitions between activities. Staff do not always make it clear what is happening next. Therefore, these times can become confusing for children.
- Staff teach to good standards. They plan activities based on children's interests and developmental needs. These activities build on what children know and can do. Staff present information clearly to children. However, they do not consistently challenge or promote problem solving, to take children's learning to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff have strong knowledge of the core safeguarding principles. They also understand wider aspects, such as county lines. Staff are able to discuss how the signs of abuse would present in younger children. They are confident in recording and reporting concerns and know who their safeguarding leads are. Staff know where to find the information for reporting their concerns to their local authority and how to record any concerns accurately. They can talk about various risk assessments they have in place across the provision. Staff follow stringent processes for administering and recording first aid and for fire evacuation.

What does the setting need to do to improve?

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

- guide staff to plan transitions between activities so that children are prepared for what happens next and are better able to follow routines
- support children to develop their thinking and problem-solving skills to the highest level.

Setting details

Unique reference number	2589237
Local authority	Essex
Inspection number	10244654
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 11
Total number of places	32
Number of children on roll	48
Name of registered person	Lal-Kissoon, Cherie Danielle
Registered person unique reference number	RP907003
Telephone number	07961400158
Date of previous inspection	Not applicable

Information about this early years setting

ABC Treehouse registered in August 2020 and is situated in Basildon. The setting employs 7 members of childcare staff, including the owner, who is also the manager. Two members of staff hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, term time only, from 7am until 6pm. Sessions run from 9am until midday, and midday until 3pm, with before- and after-school provision. The setting provides funded early education for two- three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

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 manager joined the inspector on a learning walk of the nursery to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact this has on children's learning.
- The manager joined the inspector for a joint observation of an activity.
- Staff and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of 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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