

# Inspection of Tiny Toez @ Treehouse

Treehouse Childrens Centre, Dawlish Drive, STOKE-ON-TRENT ST2 0HW

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Inspection date: 27 February 2023

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

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

### **The provision is outstanding**

Children flourish and thrive at this exceptional nursery. They are cared for by well-qualified staff who understand how children learn. A wide range of exciting activities stimulate and ignite children's curiosity and thirst for learning. Children in the baby room enjoy developing their newly emerging physical skills as they complete 'animal' exercises with staff. They crawl, walk or stomp, pretending to be different animals while making their sounds. Young babies are nurtured and cuddled while receiving their drink of milk. Children feel extremely safe and secure.

Children in the toddler room enjoy exploring trays of cereal and making marks using their fingers, such as circles. They use utensils for scooping and pouring as they feel and explore the different textures. Pre-school children are learning skills, such as taking turns and listening. They sit eagerly at circle time waiting for their turn to find their name. When they have found their name, they select the 'coloured monster' which represents how they are feeling and place their name next to it. Children are encouraged and supported to talk about their emotions and why they are sad or happy. Their friends show empathy if they say they are sad. They suggest they can give them a hug or kiss and make sure they play with them today, to make them feel better. Children's behaviour is exemplary.

All children benefit from lots of fantastic play opportunities outdoors throughout the day. Children practise their large-muscle skills as climb and balance along beams. Staff play games with a parachute and children run underneath laughing and squealing.

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

- The manager and her staff team plan and implement an ambitious curriculum designed to give children the best possible start in their learning journey. They allow children to take the lead in their play. Staff's excellent knowledge of the children ensures activities and resources are provided to enhance the children's experiences. Children sustain high levels of engagement and concentration at their chosen activity. Children are making good, and in some cases, outstanding progress in their learning. They gain skills required for their next stage of their learning and eventual move on to school.
- Support for children with special educational needs and/or disabilities (SEND) is excellent. Staff know the children and their individual needs extremely well. This allows them to continually enhance the care provided for them. Staff undergo specialist training and spend time providing exceptional one-to-one support with their key children. Representatives from the SEND team at the local authority praise the manager and the staff team for the early intervention they put in place. This ensures children make rapid progress from their starting points.

- Partnerships with parents are exemplary. The manager and her staff team go above and beyond to provide exceptional support to children and their families. Free access to food, toothbrushes, toothpaste, and nappies are available for all families. The nursery received a grant to support families which the manager spent on buying new coats, clothes, and shoes for children. Parents say the nursery and staff are amazing and they cannot express their gratitude for all the support they receive. At times, staff take children to appointments with other specialist services, such as speech and language, if parents are not able to.
- Highly effective monitoring of staff practice ensures the quality of teaching is consistently outstanding. Staff access training to support their continued professional development. Staff report high levels of morale and that they work exceptionally well together as a team. They observe each other's interactions and evaluate together how activities can be extended or changed.
- A strong focus is placed on communication and language. Staff superbly interact and talk with the children to introduce new and rich vocabulary. Babies are exposed to words, such as 'chrysalis' and 'cocoon' as they look for hidden pictures outdoors from the story, *The Hungry Caterpillar*. Staff use excellent questioning techniques to promote children to respond in sentences. Pre-school children recall past knowledge when asked, 'Where does rain come from?'. They recall it comes from the sea as it 'evaporates' to the sky where it forms into cloud which produces rain.
- Staff are amazing at developing a love of reading in children. They celebrate world book day and ensure all children have access to the celebration throughout the week. Staff dress up as characters alongside the children. Activities are chosen by children that link to their favourite stories; *A Tiger Who Came to Tea*, is used for children to develop their investigatory and exploration skills. Children are completely engrossed in finding out what happens when water is added to coffee, tea bags and sugar. They count as they pour and scoop the mixture they have made. Children use toy tigers to pretend to taste their creations.
- The manager and staff work tirelessly to promote the good health of the children. They help support parents to understand the impact of dummies and bottles, along with sugary drinks, have on their children's teeth. The manager works with local dentists to get children enrolled. Staff teach children how to brush their teeth. A wide range of opportunities for children to be independent are offered. For example, children self-serve their own healthy lunches. The manager considers the environment and how to further promote these skills. Children now fetch their own coats and learn how to dress themselves.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff are extremely diligent in their duty of care and responsibility to keep children safe. Highly effective training ensures staff have an excellent knowledge of safeguarding issues and how to recognise if a child may be at risk or is suffering harm. All staff know the procedures to follow if they are

concerned about a child in their care. On occasions, the manager has visited children at home. During COVID-19, the manager consistently made welfare phone calls to families and invited the children to attend the nursery. All staff hold an appropriate paediatric first-aid qualifications. Accidents and injuries are recorded, and staff act appropriately when any unexplained injuries are discovered.

## Setting details

<b>Unique reference number</b>	2635831
<b>Local authority</b>	Stoke-on-Trent
<b>Inspection number</b>	10278875
<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>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Tiny Toez Childrens Day Nurseries Limited
<b>Registered person unique reference number</b>	RP905043
<b>Telephone number</b>	01782260303
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tiny Toez @ Treehouse re-registered in 2021. The nursery employs 17 members of childcare staff, of which one holds a level 5 qualification, 15 hold appropriate qualification at level 3 and one at level 2. The nursery is open all year round, from 7.30am to 6pm on Monday to Friday, except for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Johanna Holt

## 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 manager and her deputy, joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector talked to staff at appropriate times during the inspection 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.

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