

Inspection of The Treehouse South Cave

Westwood House, Annie Med Lane, South Cave HU15 2HG

Inspection date: 18 July 2023

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 very happy at the setting. Practitioners are passionate, caring, very enthusiastic and meet the needs of all children. There is an effective key-person system in place. Children form strong attachments with their key person and thrive. They know, trust, and confidently talk to their key person, describing how they feel. Children look to their key person for recognition and praise when they have achieved a task. Children take part in yoga sessions. This enhances and promotes their wellness and calm in the setting.

Practitioners implement an effective curriculum. Children experience a broad range of activities. Children aged between three months and five years have good opportunities to develop their language, thinking, social and emotional skills. For example, babies explore books, shapes and puzzles. They enjoy parallel play with their friends. Babies curiously explore differently textured materials. Practitioners talk about the sounds they make and what the materials feel like. They introduce rich language, such as 'shiny', 'crinkle' and 'silky'. Children work together to transport water from an outside tap to the water station. They pour water into a multi-levelled water station. Children use sliding blocks to stop it from going down all the channels at the same time. They guess where it will go, and why, as they catch the water in bowls. They develop a rich vocabulary, such as 'flow', 'speed' and 'trickle'.

Practitioners help children to develop positive attitudes to learning. They use positive words when children model desirable behaviour. They praise children when they say 'please' and 'thank you' and show good listening skills. Older children play a game of 'smart soldiers' when they line up before an activity. They help younger children when they struggle to make towers. Children are kind to their friends and let them play if they ask. Children's behaviour is very good.

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

- Staff provide good support for younger children's learning as they engage in child-led activities. However, staff do not always recognise how they can enhance and extend older children's skills, particularly in mathematics, to a higher level.
- Children learn about insects and their natural habitat. They show curiosity when using a magnifying glass. Children find and match insects to an information sheet. They learn about wildflowers and plant them to attract bees and butterflies. Language children have learned is embedded, such as earwigs, caterpillars and worms. They develop a strong knowledge of the world.
- Children have lots of opportunities to develop their large and small muscles. They ride bicycles in the outdoor space. They negotiate space and learn about

balance. Children dig in the sand using spades, buckets and scoops. They transfer sand using mini diggers. They strengthen their muscles and learn about volume and capacity.

- Children make connections and develop a sense of belonging as they walk around and learn about their community. They go to the shops and buy ingredients. Children visit the local café and buy refreshments. They learn about money. Children are taught about road safety. They wear high-visibility jackets and use pedestrian crossings. Children learn how to keep themselves safe.
- Children choose their favourite book for practitioners to read. They sit, listening intently. Children join in when practitioners miss parts of the story out. They link events in the story to their own experiences. Children learn memory and recall skills.
- Children gain independence skills as they wash their hands for snack time. They peel their own fruit and pour their own drinks. Children put on and take off their outdoor clothing when they go outdoors. They find their own wellingtons and help their friends to look for theirs. Children are taught to be increasingly independent and to be responsible for their own belongings.
- Practitioners encourage good personal hygiene care. Children role play at being dentists. They practise brushing their teeth on a large model of the mouth. They learn about bacteria, plaque and tooth decay. Children have a good understanding of the importance of oral hygiene.
- Practitioners complete assessments and reviews. They work closely with partner agencies. This ensures that all children with special educational needs and/or disabilities are identified early and are fully supported. Information is shared with parents effectively. Parents are kept well informed about their child's progress and next steps in learning through the nursery app.
- Leadership is very good. All practitioners feel that they are listened to and communicated with appropriately. They are able to express opinions and inform decision-making. Regular supervision and appraisals are in place. Continuous professional development and reflection are encouraged. Peer supervisions are completed regularly and reflected on. The well-being of practitioners is important. This leads to high levels of job satisfaction and enthusiasm.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is a key strength of the setting. The manager and practitioners keep children safe and promote their welfare. Staff have a good knowledge of all safeguarding and child protection issues. They can identify the signs and symptoms which may indicate that a child is at risk of harm and know who to contact if necessary. All practitioners are aware of the whistle-blowing policy and have confidence in following and reporting any concerns. There are clear processes for recording and monitoring children's attendance and injuries. Risk assessments are completed on all trips. Fire drills are carried out regularly.

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 recognise their role in supporting children to develop their skills through child-led play, particularly in mathematics.

Setting details

Unique reference number	2638777
Local authority	East Riding of Yorkshire
Inspection number	10295719
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	1 to 4
Total number of places	44
Number of children on roll	40
Name of registered person	The Treehouse Yorkshire Limited
Registered person unique reference number	2586008
Telephone number	07708191369
Date of previous inspection	Not applicable

Information about this early years setting

The Treehouse South Cave registered in 2021 and is located in Brough. The nursery employs seven members of childcare staff. The manager has a degree-level qualification in early years. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jackie Ward

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 completed a learning walk with the inspector and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the staff and the setting with the inspector.
- Children communicated with the inspector during the inspection.

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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