

Inspection of Treehouse Nursery Schools Limited

35 Woodbine Place, Wanstead, London E11 2RH

Inspection date: 16 February 2024

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children are very confident and show high levels of independence. They have exceptional relationships with their key person and other staff. Babies and toddlers are happy and settle easily. Children demonstrate extremely high levels of emotional stability and confidence. Staff plan a highly ambitious early years curriculum which incorporates high-quality activities that meet children's individual needs. They provide excellent support for all children, including children who speak English as an additional language and children with special educational needs and/or disabilities (SEND).

Children are enthusiastic about their learning and play for extended periods. Children are self-motivated and enjoy exploring various materials, such as clay, paint, dough, water, herbs and spices. They thoroughly enjoy mixing paints and create new colours. Children develop excellent mark-making skills, such as when they use a range of different-sized paintbrushes. Staff use their recent training in developing children's communication skills wonderfully to enhance children's speech and language. For instance, they provide children with adequate time to think about their responses and ideas.

Children eagerly express what they know, and staff build on this. For example, children pretend to role play as teachers and use words and phrases such as 'habitat', 'polar region' and 'the Antarctic' as they play with a small world of arctic animals and blocks of ice. Staff provide children with clear, consistent and age-appropriate expectations for their behaviour. This helps children to understand the acceptable boundaries for their age and stage of development. Children behave very well and readily listen to their friends and staff.

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

- Staff have an exceptional understanding of how to support children's ongoing learning and development. Children become fully absorbed in activities such as using a mortar and pestle to crush coloured chalk, leaves and turmeric to create their own paint. Staff are skilled in supporting each child and knowing where they need to challenge them further to reach their next stage in learning. Children make high levels of progress in their learning, including children with SEND and those in receipt of additional funding.
- Leaders make excellent use of the local facilities in the community. For instance, as part of their eco-school status, children participate in helping to pick up litter in the park. Children also learn about money as they are actively involved in various fundraising events for local charities. They then deposit the money raised at the local bank. These activities enrich children's learning experiences wonderfully.

- Children receive high-quality interactions with all staff. For instance, staff encourage toddlers to talk about the facial features of dolls as they bathe them. Children confidently learn to problem-solve as they take their time to count as they fill various-sized containers with water.
- Children love spending time in a purpose-built, safe and secure garden where they can enjoy fresh air. They eagerly show each other how to ride on wheeled toys and climb apparatus safely and with ease. Babies and toddlers also have a great time as they explore reflective, shiny toys and a variety of textured materials. This helps children to develop their physical and exploratory skills extremely well.
- Staff serve as positive role models with high expectations for children's behaviour. Children consistently display respect towards their friends, their toys and resources. They work remarkably well together, which supports them to be motivated learners who are more than ready for starting school.
- Children have ample opportunities to develop their independence, which they take immense pride in. They take part in tasks, such as cleaning and setting up tables with the correct number of cutlery and plates during mealtimes, which contribute tremendously to children's self-help skills.
- Leaders and staff place a high value on partnerships with parents, local schools and other professionals. Parents are highly complimentary about staff and leaders. They say that staff are extremely caring and attribute their children's progress to staff's teaching. Staff ensure active parental involvement in children's learning. These collaborative partnerships also ensure excellent consistency in the children's care.
- Supervision meetings for staff are of high quality. Staff are deployed in a way that maximises their skills and knowledge, which helps them to provide an outstanding service for all children. In addition, leaders implement extensive training programs successfully in the nursery, which in turn help to enrich all aspects of staff's practice.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	128519
Local authority	Redbridge
Inspection number	10307984
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	148
Number of children on roll	137
Name of registered person	Treehouse Nursery School Limited
Registered person unique reference number	RP523844
Telephone number	020 8532 2535
Date of previous inspection	19 March 2018

Information about this early years setting

Treehouse Nursery Schools Limited registered in 1996 and is situated in Wanstead, in the London Borough of Redbridge. The nursery opens from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year. It receives funding to provide early education for two-, three- and four-year-old children. The nursery employs 31 members of staff, most of whom hold appropriate early years qualifications at level 2 or above. One staff member holds qualified teacher status.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and the senior leaders about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024