

Inspection of The Treehouse

Girl Guides, Southern Road, Thame OX9 2EP

Inspection date: 20 November 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	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff have created a unique curriculum that allows children to rapidly reach their full potential. Staff are extremely skilled and offer just the right amount of support by asking questions that make children think. This allows children to develop their problem-solving abilities. Children benefit from personalised learning experiences that meet their individual needs. Support for children with special educational needs and/or disabilities SEND, is superb. Staff are quick to identify and act on any concerns, ensuring that children receive additional support at the earliest opportunity. Consequently, children with SEND flourish.

Children show high levels of self-control and behave exceptionally well. They receive lots of praise and encouragement, and this helps them to develop high levels of self-esteem. Children who find some transition times difficult have tailored support to enable them to take part. Children develop wonderful friendships and learn to include children in their play who, may be less confident or less able to verbalise their wishes.

Children's independence is fully promoted and is led by what children want to do, supporting children to make decisions about what they would like to do next. For example, children spontaneously find their own wellingtons, put on a rain suit and do up zips and buttons where appropriate before going outside.

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

- Teaching is inspirational and worthy of dissemination. Staff readily identify where changes in the curriculum are necessary to meet children's needs. The provider invests heavily in staff development to ensure that staff are confident with changes. For example, all staff are highly skilled at delivering speech and language interventions. For instance, they play very engaging games and enthusiastically sing silly songs to help children hear initial letter sounds. Children laugh with delight at the exciting but effective teaching activities. This support is excellent, and children make outstanding progress in their communication.
- Children have rich and varied opportunities to make marks and be creative. Younger children use chalks outside and paint walls with water using paintbrushes. Staff support older children to make name badges confidently writing their names without help. They also type their names onto computer keyboards and copy names from staff name badges. Children are extremely well prepared for their move to school when the time comes. Teachers from the nearby school remark on how well the children are prepared when coming from the setting.
- Partnership working is excellent. The cohesive approach with parents, carers and

multiagency teams enables staff to meet children's individual needs exceptionally well. The provider and key persons scrutinise all children's learning closely from the outset. This helps them to respond rapidly to children's individual needs when they require additional help and support.

- Staff make excellent use of their local environment and provide opportunities to further encourage children to take measured risks. For example, children regularly access the adjacent forest where they are free to explore, run, climb and be with nature. They develop a wonderful knowledge of the world around them. In addition, some staff are currently following their passion to provide more outdoor learning experiences for children, to ensure that children who prefer to learn outside and be physically active have wonderful chances to do so.
- The key-person system is extremely strong. Staff take time to get to know children well and build on what children know and can do from the very beginning. Children are happy, and staff consistently engage them in high-quality learning experiences. Staff use their understanding of each child's abilities and child development to respond effectively in the moment, while also identifying what children need to learn next. Funding for specific children is carefully used to support individual children's needs. This approach allows key persons to create opportunities that celebrate children's interests and extend their learning effectively.
- Leaders prioritise staff well-being. Staff say that they 'love' coming to work, many of whom have been there for a number of years. They are fully aware of their roles and say that they support each other well. Staff receive training and coaching that helps them to improve and develop their excellent practice further. They are confident with safeguarding procedures and know what to do should they have concerns about children's welfare.
- The setting benefits from the outstanding and inspirational leadership of the leaders and the exceptional practice of the motivated and passionate staff team. They demonstrate an incredible commitment to create a highly stimulating, exciting and nurturing environment for all children.

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	2696129
Local authority	Oxfordshire
Inspection number	10367878
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	25
Name of registered person	The Treehouse Thame Limited
Registered person unique reference number	RP907172
Telephone number	07789403645
Date of previous inspection	Not applicable

Information about this early years setting

The Treehouse registered in 2022. It is located in Thame, Oxfordshire. The setting is open term time only, from 9am until 2.45 daily. The setting offers government funding for children aged two, three and four years. There are seven core members of staff, of whom, five hold relevant early years qualifications at level 3.

Information about this inspection

Inspector
Chris Lamey

Inspection activities

- A joint observation was completed by the manager and the inspector during a focused activity.
- The inspector held a discussion with managers in relation to the leadership and management of the setting. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The manager and inspector completed a learning walk together and discussed how they organise their early years provision, including aims and rationale for their early years foundation stage 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.
- Children engaged with the inspector during the inspection.
- Parents shared their views of the setting with the inspector.

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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