

ABC Treehouse

Inspection report for early years provision

Unique reference number EY436539
Inspection date 08/05/2012
Inspector Kathy Leatherbarrow

Setting address 102 Normoss Road, BLACKPOOL, FY3 0AL

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Type of setting Childcare - Non-Domestic

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

ABC Treehouse has been registered since 2011 and is run by a private provider. It is one of three facilities and operates from the Normoss area of Blackpool. It is open each weekday from 7.30am until 6.30pm throughout the year, excluding Christmas Day, Boxing Day and New Year's Day, and operates from a single-storey building. Children have access to a large open-plan playroom, a separate baby area and dining area. There is also an enclosed outdoor play area.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 44 children may attend at any one time, no more than 12 of whom may be aged under two years. There are currently ten children aged from birth to under five years on roll, some in part-time places. The setting provides funded nursery education places for three- and four-year-olds, and supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are four members of staff, all of whom hold appropriate early years qualifications to at least level 2. The manager holds a foundation degree in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a well-developed understanding of children's individual needs; therefore, their learning and welfare are successfully promoted. The indoor learning environment is well planned and resourced, but this does not extend outdoors to provide continuous learning. Children are safe and secure, and robust documentation and procedures are in place to maintain their safety. Good partnerships with parents and other agencies are significant in making sure that the needs of all children are met, along with any additional needs. This means that children progress well in relation to their age, ability and starting points. There are some systems in place for self-evaluation, which enables the nursery to monitor their practice.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the outdoor provision to provide children with a continuous learning environment
- strengthen self-evaluation to include the views of staff and children in the review and development process.

The effectiveness of leadership and management of the early years provision

Children are thoroughly safeguarded because staff have a secure understanding of the indicators of abuse and the procedure to follow should they have a concern about a child. Robust recruitment and selection procedures are in place and continued suitability is monitored effectively. There are comprehensive policies and procedures in place which are shared with all staff and parents. Risk assessments are in place to ensure the safety of all. The management have high aspirations for quality. Staff are highly qualified and experienced, and good ratios are maintained. The staff team share a common sense of purpose and are keen to share innovative ideas and their good practices. Management have implemented some self-evaluation to help monitor the service they provide, which includes the views of parents. However, this is not reflective as the views of staff and children are not sought. Staff attend a range of training and keep up to date with legislation to further develop their childcare practices and enhance their knowledge. This reflects in their practice and promotes good outcomes for children.

Children play in a bright, welcoming, home-from-home environment. They move freely among the areas and there is a free-flow of activity. Children self-select from a good range of resources which are well organised to allow ease of access. Drawers and shelves are labelled with words and pictures. Examples of children's work and commercial posters adorn the walls and hang from the ceilings. This gives them a sense of belonging. The outdoor area is spacious, with large areas for children to use push-along and sit-and-ride toys, plant flowers, dig and listen to music. However, this has not yet been fully developed and resourced to promote a continuous learning environment for children. Staff are well deployed and move around the areas to support learning at the various activities.

The setting is fully inclusive and welcomes all children. Close monitoring of children by key carers enables early identification of additional needs. This ensures children's needs are well met and supported. Partnerships with parents are well established. Parents are highly complementary about the information they receive and how their comments are valued and acted upon. Staff and parents share a wealth of information during the flexible settling-in periods and this is used skilfully in providing individual care for their child's needs. There is a daily exchange of information and the 'learning journals' help to keep parents and carers involved in their child's learning and progress. Partnerships with other agencies are well used to support individual needs. Staff and management use information gained from other professionals to ensure children's care and learning is tailored to their individual requirements.

The quality and standards of the early years provision and outcomes for children

Children thoroughly enjoy their time in the setting and make good progress in their learning and development. Their progress is monitored through detailed observations, from which next steps are identified and linked to the Early Years

Foundation Stage. Vibrant and detailed 'learning journals' show how children have progressed in the learning. These show children engrossed in activities and provide examples of their development. Children are confident and happy to leave their parents and mix well with their peers and staff. There are high standards of behaviour throughout the nursery, with manners encouraged at all times. Children are polite and considerate to others, and staff are good role models. Children behave safely and willingly share the toys. There is a calm and industrious atmosphere and staff question children to reinforce or challenge their understanding. Children are very independent and staff support them to make choices throughout the day. They know and understand the 'golden rules' in the setting and are beginning to understand how their actions might impact on the feelings of others.

Children enjoy healthy, nutritious, home-made snacks and meals. Menus are shared with parents regularly. Children's independence is encouraged as they pour their own drinks and butter their own toast. They are reminded to wash their hands prior to eating and after toileting, which is supported by the good use of picture prompts within the bathroom. They are physically active on a daily basis, both indoors and outdoors. Babies explore a broad range of activities to develop their senses, including treasure baskets and mirrors. They squeal with delight as staff effectively encourage early communication, mimicking their babbles and gurgles. Staff make good use of incidental opportunities for supporting learning in literacy and numeracy, such as counting how many plates they need for snack and finding letters or shapes in the environment. There is a well-resourced reading area and children enjoy snuggling up to share a book, or using tents and puppets to re-enact their favourite story. They confidently count to ten and many are able to recognise the numerals in setting. They are beginning to form letters as they make notes on paper to create a resources list in the construction area. Children are highly proficient in the use of the computer and competently use smaller tools during craft activities, with appropriate support.

Children are beginning to learn about the world around them and other cultures through activities and a selection of resources on offer to them. They look at examples of different languages in print, such as Hebrew and Japanese, showing that symbols also carry meaning. They recycle paper, card and junk within the workshop area, which supports an ethos of sustainability. There are many creative activities on offer and children thoroughly enjoy sticking glitter, sequins and collage materials onto their pictures. They dress up, care for dolls and pretend to cook lunch in the well-resourced role play area. Staff make good use of the outdoor provision. Children have some good learning opportunities outdoors including digging, planting, investigating insects and exploring nature in the nearby fields and meadow.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met