

# Tiny Toez @ Treehouse

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



## Inspection date

9 March 2017

Previous inspection date

1 October 2013

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|---|-------------------------|-------------|----------|
|   | Previous inspection:    | Good        | 2        |
| Effectiveness of the leadership and management                |                         | Good        | 2        |
| Quality of teaching, learning and assessment                  |                         | Good        | 2        |
| Personal development, behaviour and welfare                   |                         | Good        | 2        |
| Outcomes for children   |                         | Good        | 2        |

## Summary of key findings for parents

### This provision is good

- Staff work well with parents. They involve them in assessing children's learning and share an abundance of information with them about children's achievements. Parents are supported to continue children's learning at home by using resources from the toy library and completing activities provided by staff.
- Staff make good use of additional funding they receive for children. They accurately identify the best ways to target funding to help increase children's progress. Managers monitor the impact the funding has on children's learning to help close any gaps.
- Managers are strong leaders. They evaluate the nursery rigorously and are working hard to further improve practice. Feedback from parents, staff and local authority advisers is used to identify ways to further improve.
- Staff are good teachers. They provide a varied range of activities that helps children to make good progress towards their next steps in learning. Babies are encouraged to be strong explorers through sensory activities. Older children are challenged by staff to develop their learning further.
- Staff working with the babies are kind, gentle and nurturing. They pay close attention to babies' care needs and provide comfort and reassurance to babies who have just started at the nursery.

### It is not yet outstanding because:

- The provider's supervision of staff does not have a strong enough emphasis on raising the quality of practice to an exceptional level.
- Staff's teaching and organisation of the daily routine does not fully promote all children's concentration skills. Some children lose interest when they have to wait too long for the next part of the routine. At times, staff interrupt children during their play and learning to change their nappies, even when this is not urgent.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- strengthen the supervision of staff to focus more precisely on raising the quality of practice to an exceptional level
- help staff to develop their teaching skills even further and organise the daily routine more effectively to increase children's levels of engagement and motivation, and further promote their concentration.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector read parents feedback, spoke to parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and operations manager. He looked at relevant documentation and evidence of the suitability of staff working in the nursery.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff have completed a wide range of safeguarding training. Managers are continually updating staff on safeguarding to enhance their already in-depth knowledge of child protection procedures. All staff are clear on how to report concerns about the welfare of a child. Recruitment of staff is robust. Managers check staffs' suitability to work with children. Staff receive a rigorous induction before they start at the nursery. Managers monitor any accidents of children and take steps to try and reduce the likelihood of reoccurring accidents. They ensure the nursery is a clean and safe environment for children. The training staff receive has a positive impact on developing their knowledge and skills. For example, staff use their skills from training to capture detailed information about children's learning to share with parents and use in their future planning. The company as a whole works effectively to share very good practice between the nurseries. Managers share ideas and implement changes. For example, the managers have improved the assessment of children's starting points and monitoring of children.

### Quality of teaching, learning and assessment is good

Children benefit from weekly sessions delivered by sports coaches. During these sessions, children follow instructions, develop their counting skills, recognise and match colours and are physically active. For example, children jog around collecting beanbags; they count how many they have retrieved and group all of the same colour beanbags together. Staff know children well and provide activities they enjoy. In pre-school, children look for insects outside using magnifying equipment. They are delighted when they find a worm and describe it as wiggly. Toddlers actively join in with actions songs as they sing the words and follow the actions staff make. In the baby room, children make marks in flour and grasp objects, such as pine cones that they investigate by touching with their hand.

### Personal development, behaviour and welfare are good

Staff work with parents to identify children's dietary needs when they start. The food and drink provided to children is healthy and nutritious, and is adapted to children's specific diets. Children are independent. From an early age staff teach children how to serve their own food at mealtimes. Partnership working is at the forefront of staffs' practice. They work extremely well with a range of professionals, including staff from the children's centre, to help children get the support they need. Staff extend children's knowledge of their local community. They take them on outings, for instance, children thoroughly enjoy trips to the local market. Children's behaviour is good and staff work hard to teach children how to share and take turns. Staff have good working relationships with teachers at the onsite nursery school and other local schools. They take children to visit these settings to prepare them for their move on to their next place of learning.

### Outcomes for children are good

Children are learning some of the skills they will use at school, such as how to recognise familiar words, form recognisable letters and numbers, and say some letter sounds. They are able to do things for themselves, including putting on their own coat. Children have good mathematical skills. They recognise shapes, such as triangle and square.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY387862  |
| <b>Local authority</b>                           | Stoke on Trent                                      |
| <b>Inspection number</b>                         | 1065325   |
| <b>Type of provision</b>                         | Full-time provision                                 |
| <b>Day care type</b>                             | Childcare - Non-Domestic                            |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>                     | 0 - 4   |
| <b>Total number of places</b>                    | 56  |
| <b>Number of children on roll</b>                | 104   |
| <b>Name of registered person</b>                 | Tiny Toez Limited                                   |
| <b>Registered person unique reference number</b> | RP905042  |
| <b>Date of previous inspection</b>               | 1 October 2013                                      |
| <b>Telephone number</b>                          | 01782 260303  |

Tiny Toez @ Treehouse was registered in 2009. It is one of a chain of nurseries operated by Tiny Toez Limited and is situated on the same site as Bentilee Nursery School. The nursery employs 19 members of childcare staff. Of these, one holds appropriate early years qualifications at level 2, 16 at level 3 and one at level 5. The nursery is supported by the company operations manager who holds an appropriate early years qualification at level 6. The nursery opens from Monday to Friday and all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

