

Inspection of The Tree House

2 Fords Grove, LONDON N21 3DN

Inspection date:

21 August 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children arrive extremely eager to learn and play. Staff create an inclusive culture where children feel respected and where their voices are heard. For instance, children vote on the books they would like to read that week by placing a wooden figure on their book of choice. They declare with enthusiasm that 'we are doing democracy'. This gives children an excellent foundation for understanding life in modern Britain. Children demonstrate a secure understanding of mathematical concepts. For instance, they state which books have the most and second most votes. Staff expertly support children's mathematical development by embedding mathematics into daily routines and activities. As a result, children have high levels of engagement.

The nursery has a child-centred approach to learning that places children's health and happiness before their academic achievements. This means that all children make excellent progress because they are confident learners, happy, secure and well nourished. Staff consistently model positive interactions and prioritise children's emotional well-being. They guide children's behaviour thoughtfully and promote their independence with clear, supportive boundaries. Children's behaviour is exemplary. The quality of teaching is consistently exceptional. Children sit completely enthralled as staff read stories with wonderful expression and hang on their every word. This supports children to develop a love of books and make the best possible progress with their early reading skills. Leaders use training to ensure the curriculum for literacy is appropriately sequenced.

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

- Staff create exceptionally inviting environments, including sensory areas and quiet spaces. They expertly encourage children to explore their emotions through a range of activities and resources, such as colour monsters, to help children talk about how they feel. As a result, children show greater emotional awareness, empathy and self-regulation, contributing to a calm and respectful learning environment.
- Staff plan outings to local green spaces and gardening activities such as developing a wildlife pond. These hands-on experiences promote physical development and environmental awareness and help children build responsibility, observation and care.
- Leaders plan the curriculum with the input of other staff members to ensure that learning builds over time. Staff ensure that children can revisit their learning often throughout the day, ensuring it is fully embedded. Staff know all the children incredibly well, enabling them to support learning very successfully.
- Assessment is used exceptionally well; children are tracked on entry and at key points to ensure staff swiftly identify any emerging gaps. Interventions are then

put into place to ensure children quickly catch up. Children demonstrate pride in their achievements, declaring 'I did it!' when succeeding in bat and ball games. Children's achievements are displayed on a personalised superhero board. This helps build children's confidence in their abilities from a very young age, which encourages a positive attitude to learning.

- At mealtimes, children receive a nutritious meal that is cooked on site. Allergies and preferences are easily accommodated, and staff have an excellent knowledge of all the children in their care. Staff support children's early understanding of healthy lifestyles through discussions about healthy and unhealthy foods. Older children confidently demonstrate their understanding of healthy diets and how to take care of their teeth. Children display impeccable table manners.
- Staff provide a wealth of advice and support parents to contribute consistently to their child's learning at home. Parents overwhelmingly share positive feedback about the nursery's support with life events happening outside of the nursery, such as a new sibling or a visit to the dentist. A system of parent representatives ensures that all parents are supported to feel confident in raising any concerns or queries. As a result, parents feel involved, listened to and welcomed.
- Leaders are exceptionally skilled and have a deep understanding of the children and families they support. They continually evaluate provision and practice to ensure they continue to meet the highest standards. They plan highly effective professional development opportunities for staff. This contributes to an overall learning ethos at the nursery where staff and children are learning and developing.

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	EY357805
Local authority	Enfield
Inspection number	10408369
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	1 to 4
Total number of places	22
Number of children on roll	17
Name of registered person	The Tree House Children's Nursery Limited
Registered person unique reference number	RP910943
Telephone number	07912 420 775
Date of previous inspection	31 January 2020

Information about this early years setting

The Tree House registered in 2007 and is situated in Winchmore Hill, in the London Borough of Enfield. The nursery operates Monday to Thursday, from 8am until 6pm, throughout most of the year. The nursery provides government-funded early education places for children aged from nine months to four years. The nursery employs seven members of childcare staff, including the manager. Of these, seven hold early years qualifications from level 2 to level 7.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during lunchtime.
- The inspector spoke to several parents during the inspection and took account of their views.

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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