

ABC Treehouse

102 Normoss Road, BLACKPOOL FY3 0AL



Inspection date	19 October 2018
Previous inspection date	22 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The provider and her committed team show a strong focus and passionate drive to provide high-quality care and education for children. Self-evaluation processes actively contribute to sustaining the very effective provision.
- Staff have a good understanding of how children learn. They deliver a rich and varied range of activities that enthuses and ignites children's passion for learning. Children have fun, engage in their play well and make good progress in their learning and development.
- Children are happy and settled. They gain confidence from their close attachments to staff and this helps to support their emotional well-being. Children are naturally inquisitive. They make independent choices about what they want to play with and concentrate and persevere on their chosen activities.
- Partnerships with parents are, overall, good. They are involved in their children's learning and regularly receive updates about their child's progress through parents' evenings and daily discussions with the staff team. Parents are provided with ideas for activities that support children's continued learning at home.

It is not yet outstanding because:

- Staff do not consistently use highly effective teaching strategies to support and encourage children's emerging communication and language skills.
- Staff do not gather detailed information from parents about what children already know and can do when they first start at the nursery, to inform initial planning.

What the setting needs to do to improve further

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

- support staff to develop their teaching skills further, so that they consistently use good questioning techniques, give children time to respond and model the correct language
- gather more precise information from parents about children's existing skills and abilities when they first start at the nursery, to promote learning from the outset.

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 completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, area manager and provider. She looked at relevant documentation, such as the nursery's plans for improvement and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and children during the inspection and took account of their views.

Inspector

Karen Cox

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff fully understand their role in protecting children and are well trained in safeguarding issues and paediatric first aid. Staff are extremely well supported through good-quality supervision meetings and observations of their practice. They attend a wealth of training to help develop their knowledge and skills even further. Staff are encouraged to be reflective and provide feedback to each other to further strengthen their teaching methods. The management team is organised and methodical with a professional approach to its work. They robustly monitor the progress children make and work collaboratively with a wide range of professionals to secure any additional support that children may require in a swift and timely manner.

Quality of teaching, learning and assessment is good

The well-qualified staff team completes timely and precise assessments that help to identify children's next steps in learning. Young children enjoy a varied range of sensory activities. They make marks in shaving foam and experiment with paint. Babies enjoy exploring the texture of sand and are supported to fill and empty containers. They join in with familiar songs and rhymes and love snuggling in with staff to read their favourite stories. Older children use a variety of media to make marks for a purpose and practise their early writing skills. They confidently find shapes in the environment and talk about how many sides their shape has. They show a kindness for their friends as they work collaboratively to determine why the spray bottle outside in the pretend car wash has stopped working. They listen to each other's suggestions and test their ideas and theories.

Personal development, behaviour and welfare are good

Staff are positive role models. They praise children for their efforts and successfully support them to manage their own feelings and behaviour. Children are reminded of the nursery rules and are encouraged to share toys, take turns and respect one another. Outdoor play is highly valued, supporting children who prefer to learn in an outdoor environment. Children delight in using the well-resourced garden area as they develop their large-muscle skills and hand-to-eye coordination. They operate wheeled toys, navigating the space available, and climb over tyres. Staff are deployed appropriately and comprehensive documentation is completed, including risk assessments and accident records which are analysed by management. This helps to ensure that children play in a safe and secure environment.

Outcomes for children are good

All children, including those with special educational needs and those in receipt of funding, make good progress from their starting points. They acquire the skills they need in readiness for school. Young children take responsibility for small tasks, such as serving themselves at mealtimes and getting dressed for outdoor play. Older children have plentiful opportunities to count and recognise numbers and competently solve simple mathematical problems. Children are motivated, keen and enthusiastic learners who thrive in this welcoming and nurturing environment.

Setting details

Unique reference number	EY436539
Local authority	Lancashire
Inspection number	10064185
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	44
Number of children on roll	41
Name of registered person	Mr Stephen Garside and Mrs Sarah Garside Partnership
Registered person unique reference number	RP908139
Date of previous inspection	22 July 2015
Telephone number	01253932966

ABC Treehouse registered in 2011. The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications to at least level 3, including one who holds qualified teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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