

Inspection of Holy Cross and All Saints Treehouse

Holy Cross & All Saints Rc Primary School, Trafford Road, Eccles, Manchester M30 0JA

Inspection date:

3 February 2025

The quality and standards of early years provision

This inspection

Met

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Staff warmly welcome children into the club when they arrive from their classrooms. Children readily follow the routines for storing away their belongings. There are lots of interesting activities on offer at the club. Staff know children well and ensure that there are exciting opportunities for all children to be involved. Staff put good procedures in place for children with special educational needs and/or disabilities. For example, they adapt activities to meet the varying needs and age range of children who attend the setting. This gives all children the same opportunities to develop their skills and gain confidence.

Children listen to the staff and recall rules, such as to walk in the hall and be kind to their friends. This helps children to feel safe and know what is expected of them. Throughout the session, children are respectful and behave well. They enjoy engaging in meaningful conversations with staff and share recent experiences, such as family events. This helps children to build positive relationships. Staff promote physical development, alongside a sports coach offering football and team games, to encourage children to be active. This helps to support children's fitness and well-being.

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

- Staff support children's play effectively. They have high expectations for what children can do and achieve. Younger children have a specific staff member who communicates with their school teachers to complement their learning and care needs. This helps children to make the most of their time in the club.
- Children say that they like attending the club and playing with their friends. They also enjoy the structured adult-led activity that staff offer every session. For example, children make Chinese craft lanterns. They are proud to show off their creations and share them with their families.
- Staff are positive role models to children. They prioritise supporting children's well-being. For example, staff offer children lots of encouragement during their play. This encourages children to keep on trying. Staff are always close by to support children in their games. They praise children's efforts and achievements, which helps to boost children's self-esteem.
- Managers and staff are dedicated to providing a high-quality provision. They work closely together as a team and feel well supported. Managers provide staff with regular meetings. This allows them to share ideas and suggestions. However, managers have not considered how to strengthen practice even further, such as by ensuring that all staff receive even more incisive feedback, in order to further enhance the interactions they have with children.
- Children benefit from daily access to the outside environment. Younger children

learn to work as a team as they play parachute games, lifting the parachute up and down to try and shake the clothes like a washing machine. Children jump up and down, celebrating their success when they pretend the clothes become clean.

- Snack times are social occasions, where staff and children clearly enjoy each other's company. Children happily chat about their experiences at the club and what they enjoy most. This helps children's personal and social development and supports them to build relationships with children and adults.
- Parents and carers provide positive comments and are very happy with the care the staff provide. For example, they say their children enjoy attending the club and they like the range of activities on offer each session. Staff communicate well with parents and share information effectively. Staff provide ongoing information through discussions and close links to the school, to keep parents up to date and inform them of activities and events.

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	2701800
Local authority	Salford
Inspection number	10367755
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 10
Total number of places	48
Number of children on roll	123
Name of registered person	St Teresa's Treehouse Limited
Registered person unique reference number	RP903069
Telephone number	07918 960 195
Date of previous inspection	Not applicable

Information about this early years setting

Holy Cross and All Saints Treehouse registered in 2022. It is independently run and operates from the grounds of Holy Cross and All Saints RC Primary School, Eccles, Manchester. The club is open Monday to Friday, from 7.30am to 8.45am and then from 3.15pm to 5.30pm, during term time. It employs nine members of staff, of whom five hold appropriate qualifications at level 3.

Information about this inspection

Inspector
Suzy Marsh

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a small-group activity.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- Parents shared their views of the club 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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