

Inspection of St Teresa's Treehouse

St Teresas Rcp School, 5 Macdonald Road, Manchester M44 5LH

Inspection date:

12 September 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Staff have created a play environment that oozes awe and wonder. Children giggle with delight as they arrive at this vibrant setting. They beam with smiles and open their arms to embrace staff with cuddles. Children are provided with a rich play programme that is built on what they already know and can do. Staff are excellent role models. They provide children with clear expectations for their behaviour. Children are caring towards others and their behaviour is impeccable. A strong sense of togetherness pervades this inspirational setting. Children are proud to be a part of the 'Treehouse family'. They look out for each other and develop secure friendships. Staff encourage children to share their achievements. For example, staff help children to showcase aircraft models that they have made from clay.

Staff give high priority to children's emotional well-being. They spend time with children during the settling-in process. Children settle well, feel safe and have a strong sense of belonging. Staff support children's individuality exceptionally well. They encourage children to express their feelings through dancing and singing. Children show high levels of concentration while painting and talk about their favourite artists. Staff help children to develop their independence. They encourage them to tidy toys away and to take care of their personal belongings. Children develop the necessary skills in readiness for their next steps in play.

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

- The motto of 'always having fun' is truly embedded across the setting. Self-evaluation is accurate. It has a positive impact on outcomes for children. For example, through reflection staff have developed play areas to support children's large-muscle skills. Children show excellent physical dexterity while using climbing apparatus outdoors. They learn new skills during sports activities and show high levels of resilience during football.
- Staff have attended playwork training. This has equipped them with a secure understanding of how to keep children highly engaged in play. Children enjoy an array of activities. They work together to build models of ships. Children research how ships are manufactured. They share this knowledge with each other and are fascinated while learning about the history of famous ships.
- Children have broad play experiences. Staff organise for children to watch a magician and an animal show. Children speak with excitement about these opportunities. For some children, this is the first time that they have held an exotic animal. This builds on children's understanding of the world around them.
- The setting gives high priority to staff's well-being. It ensures that staff's workload is manageable. Staff are allocated time to complete their training. They attend supervision sessions and appraisal meetings. Staff reported that working

at the setting is like being part of 'one big family'. Their morale is high and the atmosphere buzzes with their energy.

- Staff take an interest in children's hobbies and life outside of the setting. This helps children to build trusting relationships with staff. Children inform staff about their day at school and what they have been learning. Staff listen to children with genuine interest and provide them with reassurance and praise. Staff nurture children to become caring and confident individuals.
- The setting supports children to gain a good awareness of healthy living. It teaches them about eating healthy foods and taking regular exercise. Children talk about the benefits of eating a balanced diet. They discuss how to care for their teeth and why it is important to visit the dentist.
- Partnership working is strong. Links with the local authority and the host primary school are built on mutual trust and respect. Staff complement children's learning from school. They keep parents and carers informed about their children's time at the setting. Parents commended staff for providing the 'perfect' place for their children to play.
- The setting teaches children about similarities and differences between themselves and others. Children learn that it is okay to be unique. For example, they talk about different families, festivals and religions. Children develop a good understanding of what life is like in modern Britain.
- The support in place for children with special educational needs and/or disabilities (SEND) is good. The setting ensures that it works closely with teachers and with parents to ensure that children receive the support that they need. Children with SEND flourish at this setting.

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	EY494564
Local authority	Salford
Inspection number	10351050
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 11
Total number of places	40
Number of children on roll	150
Name of registered person	St Teresa's Treehouse Limited
Registered person unique reference number	RP903069
Telephone number	07889991113
Date of previous inspection	2 October 2018

Information about this early years setting

St Teresa's Treehouse registered in 2015 and is located in Irlam. The setting is open Monday to Friday, from 7.15am until 9am, and from 3.30pm until 5.30pm. The setting also operates during school holidays, Monday to Friday, 8am to 4pm. In total, a team of five staff work at the setting. Four hold an early years qualification at level 2 and above.

Information about this inspection

Inspector
Luke Heaney

Inspection activities

- The inspector conducted a joint observation of an activity with the manager.
- Discussions were held with the leadership and management team.
- The inspector viewed a sample of documentation, including staff suitability checks.
- The inspector observed adult-led activities and children during their play.
- The inspector spoke with parents and carers during the inspection.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with a representative from the local authority.
- The inspector held a meeting with the headteacher from the host primary school.

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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