

# The Learning Tree Pre-school

Inspection report for early years provision

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<b>Unique reference number</b>	EY224261
<b>Inspection date</b>	19/09/2008
<b>Inspector</b>	Rebecca Elizabeth Khabbazi
<b>Setting address</b>	Calley Down Crescent, New Addington, Croydon, Surrey, CR0 0EG
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

The Learning Tree Preschool opened in 2002 and is registered on the Early Years Register. It is located within a single-storey annex of Rowdown Primary School, and is one of two Learning Tree preschools within the New Addington area. The setting is committee run and has charitable status. The provision is open five days a week during term time only. Sessions are from 08:45 until 11:15 in the morning and 12:15 until 14:45 in the afternoon. Children can also attend the lunch club from 11:15 - 12:15. The setting offers wrap-around care, including a collection and drop-off service, for children attending the nursery at Rowdown school.

There are currently 66 children from two to five years on roll. The setting supports children with special needs and those who speak English as an additional language.

There are 10 staff who work with the children. Of these, eight staff have relevant early years qualifications and two staff are working towards a qualification. The preschool receives support from the local authority through an early years advisor.

## **Overall effectiveness of the early years provision**

The setting effectively promotes all aspects of children's welfare, learning and development. The close partnership with parents, the local school and other agencies is a key strength and contributes significantly to ensuring that the needs of all children are met well and they receive any additional support they need. Staff create a safe, stimulating and inclusive environment where all children feel welcome and are valued as individuals. The management team have a clear understanding of the setting's strengths and areas for improvement and strive to continually develop the service they provide.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve recording of the administration of medicine to include parents' signatures at the end of the day
- continue to develop and extend systems for making evaluations of plans and activities, as part of the framework for ensuring continuous improvement
- extend opportunities for children to develop their knowledge of their own cultures and beliefs and those of other people

## **The leadership and management of the early years provision**

The management team provide clear leadership and support for staff at the setting. Robust recruitment procedures ensure staff are well qualified and appropriately vetted, which safeguards and promotes children's welfare. All staff

benefit from safeguarding training that is provided to them as a group at the setting. They are delegated clear roles and responsibilities which help them work well together as a team. All required policies and procedures necessary for the safe and efficient running of the setting are in place and are regularly updated and reviewed.

Effective steps are taken by the setting to evaluate its provision for children's welfare, learning and development, such as 'mock inspections' and an ongoing improvement plan, which fully involve all staff. At present, however, not all evaluations that occur are recorded, such as, the review of weekly plans and focus activities. Parents are also encouraged to contribute to the evaluation of the setting, for instance, comments are invited on policies and procedures that are due for review, and feedback sheets are included as part of each newsletter. Actions taken by the setting to address previous recommendations have resulted in some clear improvements, such as the systems for planning and assessment. Further developments are also planned, for instance, to the outdoor area and ICT resources.

The strong relationship that the setting builds with parents and other partners ensures that there is a good flow of two-way information. Parents are well informed about their child's progress and achievements and have regular opportunities to share what they know about their child. The setting liaises closely with other providers delivering the EYFS for children attending and this ensures children experience continuity of care and supports their learning and progression.

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

Children play in a safe, secure environment as staff complete thorough assessments of any potential risks both indoor and outdoors, and take effective steps to minimise them. Space and resources are used well to create a interesting play environment where children grow in independence and can easily access the good variety of safe, suitable play materials that are available. Children follow simple good hygiene routines, such as, washing their hands before meals. They benefit from healthy choices, such as, fruit at snack time, and a hot lunchtime meal if required. Staff implement policies and procedures conscientiously, for instance, making sure that parents are aware of any accidents their child has had during the day. There are clear procedures for administering any medicine that children need, which meet all legal requirements. However, although parents are always informed verbally that medicine has been given as requested, they do not sign the medication record sheet to confirm this.

Staff support children's learning and development effectively and provide them with a wide range of opportunities and experiences that help them make progress in all areas of learning. Information gained from observation and assessments is used well to ensure that planned activities build on children's existing skills and knowledge and help them progress towards the next steps in their learning. Children benefit from staff's sensitive support and encouragement as they move freely between the indoor and outdoor area, and confidently chose what they want to play with. They are grouped according to their stage of development for activities, such

as, stories and circle time, which means all children are included and have the opportunity to contribute. Children show great enjoyment as they listen to staff telling them a story. Staff skilfully use props, such as, a teddy bear that capture children's interest and imaginations.

Children use resources, such as, bricks and play dough to learn about space, shape and measure. They become familiar with number names in everyday conversation, songs and games. They enjoy helping themselves to glue and materials to express their ideas in art, or to design and construct a model out of recycled cartons and boxes. The outdoor area is well planned to provide experiences that support the development of physical skills. Children peddle bikes with confidence, skilfully manoeuvring around the cones and over the ramp. They enjoy climbing up and back down the climbing frame or using their arms to steady themselves on the balance beam. They explore the world around them as they investigate with magnets or magnifying glasses, or build with real bricks and logs in the garden. Children take part in some activities, such as, making lanterns for Chinese New Year or celebrations for Christmas, but their knowledge and understanding of their own cultures and beliefs and those of other people is not currently developed and extended through a wide variety of activities and discussions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.