

The Learning Tree Pre-School @ Wolsey

Inspection report for early years provision

Unique reference number	EY358389
Inspection date	09/03/2009
Inspector	Rebecca Elizabeth Khabbazi
Setting address	Wolsey Infant School, King Henrys Drive, New Addington, CROYDON, CR0 0PA
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Type of setting	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 Pre-School was registered in 2007. It is one of two committee-run Learning Tree preschools in the New Addington area. The setting is based within a classroom in Wolsey Infants school. The preschool is open from 8:45 to 14:45 from Monday to Friday during term time. The setting serves the local community as well as providing wrap-around care for the nursery at the school.

The Learning Tree is registered on the Early Years Register to care for 26 children aged two to five years old. There are currently 55 children on roll. The setting provides support for children with learning difficulties and/or disabilities.

There are nine staff at the setting who work with the children. Of these, seven have relevant childcare qualifications and two are currently working towards qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting promotes all aspects of children's welfare and development effectively. Children are safe and well cared for at the welcoming, inclusive setting. Strong partnerships with parents and a very close working relationship with the school ensure children experience a high degree of consistency in their care and learning, and receive any additional support they need. The management team are committed to continual improvement, and regular self-evaluation by the manager and staff team ensures that most priorities for future development are promptly identified and acted upon.

What steps need to be taken to improve provision further?

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

- continue to extend systems for monitoring the consistency of staff's observations and assessments, to ensure that the next steps identified for children's learning are clearly linked to their prior achievements
- consider ways of gathering more information about children's starting points on entry to the setting, as a basis for ongoing assessment
- develop staff's skills in providing encouragement for mark making as part of every day activities

The leadership and management of the early years provision

Effective recruitment procedures ensure that children are cared for by appropriately qualified and vetted staff, which helps safeguard their welfare. Staff have clear roles and responsibilities. They share tasks well throughout the session, which contributes to the smooth running of the setting on a day to day basis and ensures that all children receive appropriate support. A comprehensive induction is

in place, which means that staff are familiar with policies and procedures, and there is good support for staff training, for instance, all staff complete a Safeguarding Children course. All required policies and procedures necessary for the safe and efficient operation of the setting are in place and are regularly updated and reviewed.

Clear processes are in place for regular quality checks of most aspects of the provision, such as 'mock inspections', which means that overall the management team has a good understanding of the setting's strengths and areas for improvement. Ideas and suggestions from staff and parents are acted upon and incorporated into the ongoing improvement plan, leading to better outcomes for children. For instance, following feedback from parents the setting now has its own sectioned off outdoor play area, so children benefit from free-flow indoor and outdoor experiences throughout the session.

The strong relationship that the setting builds with parents and other partners ensures that there is a good two-way flow of information. Parents are well informed about the setting and have regular opportunities to discuss their child's progress and achievements. Frequent newsletters that include information about activities and topics together with ideas for things to do at home, help ensure parents are involved in their child's learning. Staff at the setting have developed strong links with the school and liaise very closely with the school nursery staff where children attend both settings, including sharing development records and files. This approach means that children benefit from a very high level of continuity in their learning and helps ensure that all children's needs are met.

The quality and standards of the early years provision

Children are cared for in a safe, welcoming environment where they settle quickly and also benefit from access to other areas of the school building, such as the music room, library and school hall. Staff take effective steps to identify and minimise any potential hazards, so that children can move freely around the indoor and outdoor areas. Children choose from a good range of resources and play materials that they can easily select for themselves, which helps them grow in independence. Their health is promoted when they follow simple good hygiene routines, such as washing their hands before they eat, and they make healthy choices when they enjoy fruit at snack time or have a hot lunchtime meal.

Children are happy and settled at the preschool. They have good relationships with staff and each other and quickly become familiar with the rules and expectations of the setting. For instance, they line up and walk quietly through the school to the music room or the dining hall. Staff join in with children's play and support child-initiated experiences well, such as when children make a ramp for their cars with some guttering or decide to draw around their feet. They successfully include all children in activities, making adaptations where needed to ensure everyone can take part. Staff make regular observations of children's achievements. They mostly use these effectively to identify next steps for children and plan activities to build on their learning, although in some cases the links between observations and children's targets is not clear. They gather some information about children's

starting points when they join the setting, but this is not yet fully developed to enable more thorough monitoring of children's progress towards the early learning goals.

Children are keen communicators and use language well to start conversations and talk about their experiences. They enjoy smaller group sessions for circle time, stories or music, which mean everybody has the opportunity to contribute. Children show enjoyment as they listen to a story and staff successfully use props, such as a toy, to capture their interest. Children begin to recognise the sounds that letters make and carefully copy their name at the writing table, guided by staff. There are fewer opportunities, however, for children to develop their skills by making marks in every day meaningful situations, such as role play. Children solve simple problems as they choose a number card and count out the same number of frogs, or work out how many speckled frogs are left when one jumps into the pool during a number rhyme. They build and construct purposefully, using large tubes and guttering outdoors, or with smaller construction and junk modelling resources in the classroom. Children use their imaginations as they cut and stick to create their own picture, or act out their experiences in the role play area. They enjoy tapping out the number of beats in their name during a music session and join in with familiar songs enthusiastically. Children enjoy their time at the setting. They are well occupied and stimulated throughout the day and make good progress in their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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

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 registration.

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.