

White Tree Pre-School

Inspection report for early years provision

Unique reference number 107107
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Inspector Timothy Butcher

Setting address 4 North View, Westbury Park, Bristol, Avon, BS6 7QB

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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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

White Tree Pre-school was first registered in 1993 and the childcare operates from the whole of the first floor and two rooms and hallway on the ground floor of Westbury Park Methodist Church, Westbury Park, Bristol. It is run by a committee from the church. There is a fully enclosed garden for outside play.

A maximum of 28 children from within the early years age range may attend the group at any one time, none may be under two years. The group opens during term time only. Sessions run Monday to Friday and from 09.15 to 12.00 each day. There are currently 36 children on roll. The setting receives funding for free early education. The pre-school supports children for whom English is an additional language. Currently eight staff are employed to work directly with the children on various days of the week, of whom two are qualified teachers, two hold Level 3 qualifications in childcare and two members of staff are working towards a level 3 qualification. The pre-school receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children make good progress in their learning and development. Staff provide a wide range of stimulating play activities for all children in a learning environment responsive to children's interests. The system to ensure the suitability of all staff who have contact with children is ineffective. This is a breach of a specific welfare requirement. The setting promotes other aspects of children's welfare with success. Effective links with parents and carers promote inclusion and ensures information is usefully shared. The staff team share a commitment to the steady and continuous improvement of the provision.

What steps need to be taken to improve provision further?

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

- continue to develop assessment and planning systems in order to match the observations of children to the expectations of the learning goals and to identify clear learning priorities for each child
- continue to develop the garden area to enable children further opportunities to freely explore, use their senses, be creative and physically active and exuberant across all areas of learning
- develop processes further for the monitoring and self evaluation of the provision

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that there are effective systems in place to check that all staff who have regular contact with children are suitable to do so. (Suitable People)

02/07/2009

The leadership and management of the early years provision

The provider is caring for more children than their conditions of registration allow. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so and Ofsted does not intend to take further action. Basic written policies and procedures are in place that support the smooth running of the provision. The leaders have an understanding of some of the overall strengths and weaknesses of the provision but some significant weaknesses have not been picked up. A written risk assessment is in place and potential risks to children are managed suitably well, for example, through daily visual checks. The staff have a clear understanding of their safeguarding responsibilities and children are suitably safeguarded. Although the setting does not always undertake systematic self-assessment that leads to clear action planning, there is a commitment to improvement as seen in the plans for the learning environment when children take their play outside and in the provision of new toilets facilities.

Partnerships with parents are well established. The staff have a clear awareness of each child's background. A sound understanding of inclusive practice is held and suitable steps are taken to overcome potential obstacles to children's learning so that all children make good progress. Parents have good opportunities to be involved in their child's learning such as through the 'special for a week' comment sheet. They know about their child's progress through informal discussion with staff and through easy access to the learning profile. Partnerships in the wider context are starting to be developed. A sample of parents were interviewed at inspection. They reported positively on the support of the staff and on most aspects of the provision.

The quality and standards of the early years provision

Staff have a good knowledge and understanding of the Early Years Foundation Stage and confidently support children's development across each area of learning. Accurate observations are routinely made for each child and these contribute to the learning profile. However, this information is not always used effectively in the identification of children's next steps in development or the wider planning process. As a result although children make good general progress in their learning and development because they benefit from good quality interactions with staff, their learning has yet to be maximised. The staff successfully identify what is of interest to children and use this information well when planning future activities. Children have positive attitudes to learning. Staff have a clear understanding of the uniqueness of each child. A sound understanding of inclusive practice is reflected through information gained from parents and the planning for children's interests. For example, consideration is given to the different learning preferences and interests of both boys and girls in regard to science and 'science boxes' are beginning to be introduced for use in the setting and at home.

Children benefit from the provision of carefully selected and thoughtfully presented

activities that cover each area of learning. Their play is sensitively supported and extended to provide suitably challenging experiences. A good balance between child-initiated and adult-led activities is achieved. Children exercise choice and as a result gain in independence and confidence. They have fun and concentrate well, singing and clapping to hold a rhythm during 'Apple tree time'. Children count in a variety of ways throughout their day, for example, they spontaneously count the 'windows' on an aeroplane that they have made from card. They work cooperatively together to make complex robots from junk materials. They are skilfully supported by staff who extend learning with open-ended questions and introduce key words to extend knowledge and vocabulary. They have some opportunity to use a range of information technology to support their learning such as a computer and have fun using a programmable toy. Children are regularly encouraged to take their learning outside and to be active, although access to a wide variety of resources, in particular creative resources, is somewhat limited.

Children learn about keeping themselves and each other safe. For example, children spontaneously explain to each other that scissors must be 'used carefully as they are sharp', when cutting play dough. They begin to learn about healthy eating as they discuss this at snack time and gain in independence as they take turns to pour their own milk or water. Staff describe how those in nappies remain content during the nappy changing procedure and how they are suitably protected from the spread of infection by the procedure that is followed. Children who are learning personal independence skills are escorted to the ground floor toilets.

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?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

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?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Met