

White Tree Pre-School

Inspection report for early years provision

Unique reference number 107107
Inspection date 08/02/2010
Inspector Nigel Lindsay Smith

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Type of setting Childcare on non-domestic premises

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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.

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Description of the setting

White Tree Pre-School was registered in 1993 and is managed by a committee. It operates from the whole of the first floor and two rooms and hallway on the ground floor of Westbury Park Methodist Church in Westbury Park, Bristol. Children have access to a secure enclosed outdoor play area. The setting is open each weekday during term time from 9.15am to 12pm.

The setting is registered on the Early Years Register and also the voluntary part of the Childcare Register. A maximum of 34 children in the early years age group may attend the setting at any one time. There are currently 36 children in the early years age group on roll. The setting supports children with special educational needs and/or disabilities.

There are seven members of staff, four of whom hold appropriate early years qualifications to at least a National Vocational Qualification at level 2. The setting provides funded early education for three- and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and confident and enjoy their time in this welcoming setting. Staff are committed, kind and supportive and have a thorough understanding of the Early Years Foundation stage (EYFS). They recognise and value the uniqueness that each child brings and work closely with parents to support each child. Close attention is paid at the setting to ensure that the children are safe, although this is not fully supported by the procedures.

What steps need to be taken to improve provision further?

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

- carry out a full risk assessment for each type of outing (Safeguarding and welfare). 12/03/2010

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

- develop a format to use in the event of being asked to administer medication to children
- ensure that the safeguarding procedure clearly states which agency is identified by the Local Safeguarding Children Board for notifying about any allegations of abuse
- retain evidence that decisions regarding suitability of staff include relevant qualifications
- ensure that the record of attendance contains the full names of the children

- attending
- maintain a regular two-way flow of information with other providers of the EYFS.

The effectiveness of leadership and management of the early years provision

Staff are aware of their responsibility for safeguarding children and know what action to take in order to protect children, although the written policy lacks clarity in identifying the lead agency to contact in the event of a child protection referral. Thorough employment procedures ensure staff are suitable to work with the children, although the records do not contain copies of their qualifications. Children play safely as staff are vigilant when supervising them and appropriate equipment is in place, such as gates on the stairs. Risk assessments cover the building but are not sufficiently detailed in relation to the outside play area and are not developed for each outing. Fire evacuation procedures are practised but not sufficiently frequently. Records of attendance are maintained, but do not include children's family names.

The setting has completed part of the Ofsted self-evaluation process and is commencing on the local authority's quality assurance scheme. They have developed links with the schools in the area, but have not liaised in relation to the EYFS with other settings attended by the children. Good relationships are established with parents, who are given information each day about what the children have done. The setting finds out their views through annual questionnaires and canvasses them regarding any proposed changes to the provision. Parents are positive about the setting; they comment that their children are happy, and that there is good communication with staff. They are able to see their children's learning diaries and feel that the setting prepares the children well for school.

Space is well organised and encourages children to explore. They confidently make choices as they self-select from the clean and well maintained toys, books and equipment. These positively promote the diversity of society and provide children with positive images, such as multicultural pictures and a Bahraini teddy bear.

The quality and standards of the early years provision and outcomes for children

Activities are well-planned and resourced and are based on accurate observations and assessment. Clear systems enable staff to ensure that every child's learning is promoted. Staff respond effectively to children's spontaneous interests. When a younger child sings the song '1, 2, 3, 4, 5' staff notice and incorporate it into the singing session later.

Children show keen enthusiasm for their learning. This is enhanced by the staff, who support their learning as they play. They ask children to help them set up a role play for the 'Bear hunt' story. They explain how there will be 'swishy, swashy

grass' as the children look at the book to remind themselves of the story. Staff ask how many children there are and how many chairs are needed. Children recall phrases from the book and enthusiastically place toy bears in the den. They use their imagination well as they move around the different areas, simulating grass, mud and water. Staff sit them down in a different part of the room between each part of the story and they look at the book together to plan the next stage.

Children make sound progress in all areas of learning. Staff regularly talk to the children, asking open-ended questions, which encourage them to think and learn new vocabulary. Children enjoy looking at books which they handle with care, and they listen well to stories. Children have many opportunities to develop their creative skills. They make a variety of shapes with dough and they select scissors and concentrate on cutting.

Staff ensure there are regular opportunities each day for children to develop their large muscle skills as they use the space in the large room or the hallway to negotiate their trikes. Children learn about the wider world as they as they make bread, explore a wide variety of fruit and vegetables and pick blackberries outside. Trolleys of accessible equipment enable children to explore their writing, creativity, problem solving, numeracy and reasoning skills which helps build their skills for the future. For example, they use paper and crayons to draw the bear hunt activity afterwards. They feel fruit and vegetables in a bag, use their descriptive language, and then make a bar chart to show the groups' preferences.

Children behave well as staff are positive role models who manage any issues calmly and fairly. This helps children understand what is expected of them. Children's health is well promoted. They learn about keeping safe and minimising the risk of cross-infection as they wash their hands before their snack and find tissues to blow their noses and dispose of them in the bin. Accidents are dealt with appropriately and staff know what to do if asked to administer medication, although they do not have the appropriate forms ready to utilise.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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