

The Learning Tree @ Timebridge

Inspection report for early years provision

Unique reference number	EY396707
Inspection date	26/01/2010
Inspector	Rebecca Elizabeth Khabbazi
Setting address	Timebridge Centre, Fieldway, New Addington, CROYDON, CR0 9AZ
Telephone number	01689 841 688
Email	
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Learning Tree at Timebridge registered under the current provider in 2009. It is one of three committee-run preschools in the New Addington area within the London Borough of Croydon. The setting is based within Timebridge Community Centre and serves the local area. The setting opens from 9:30am - 12:00pm, Monday to Friday, during school term times, with a lunch club from 12:00pm - 1:15pm on Tuesday and Friday. An enclosed area is available for outdoor play.

The Learning Tree is registered on the Early Years Register to care for 24 children aged from two years to the end of the early years age range. There are currently 26 children on roll, who attend for a variety of sessions.

There are five staff who work with the children, four of whom have relevant qualifications and one who is working towards a qualification.

The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development. Children are safe and well cared for in the welcoming, inclusive environment. Good relationships with parents ensure that children's individual needs are met well. Children make good progress in their learning, given their age, ability and starting points. The management team regularly evaluate the provision and identify clear targets for improvement, which ensures the setting is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

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

- evaluate the organisation of group activities such as circle time and the snack bar to ensure that the needs of all children are met
- extend the planning for outdoor play to ensure learning opportunities are maximised in this area.

The effectiveness of leadership and management of the early years provision

The setting effectively safeguards children's welfare. Robust systems for recruitment ensure that children are cared for by an appropriately qualified and vetted staff team. Staff are familiar with procedures to follow if they have concerns about a child, and key staff have attended relevant child protection training.

Effective risk assessment procedures ensure that the environment is safe and suitable for children, and assessments are promptly reviewed when changes occur, such as bad weather or a damaged window. All of the required documentation that promotes the health, safety and well-being of children is in place, and a comprehensive induction process ensures that staff implement policies and procedures effectively in practice. Staff work well together as a team, sharing tasks and responsibilities throughout the session. Resources are used well to create a stimulating learning environment for children where they can easily access suitable play materials and equipment. The session is well organised and runs smoothly overall. However, some parts of the day are less well planned to ensure the needs of current children are taken into account, such as registration and snack time.

The manager and staff team continually reflect on their practice and identify priorities for future development. Actions taken are well targeted to improve outcomes for children, for instance, ongoing improvements to the learning environment which will enhance children's opportunities to become more independent and do things for themselves. Staff work closely with parents to ensure that they have a thorough understanding of each child's backgrounds and needs so that equality and diversity is effectively promoted. Parents are kept very well informed through daily discussions, an individual contact book, newsletters and notice boards. They have regular opportunities to meet staff to discuss their child's progress and are kept up to date with their next steps so that they can support their child's learning at home. The setting works well in partnership with external agencies and other providers where appropriate, and shares information effectively. This helps ensure children benefit from continuity in learning and care.

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

Children make good relationships in the setting and are keen to see their friends at the start of the day. They grow in confidence and independence as they select their own resources or pour their own drink at snack time. Children learn to keep themselves safe when they remember why they should sit down when they're eating, or are reminded why it's dangerous to push their buggy over the toys on the mat. They adopt simple good hygiene routines, for example, washing their hands after a messy activity or before snack time, and they make healthy choices when they enjoy a selection of fruit to eat. Children benefit from playing outside every day in all weathers, as part of a healthy lifestyle. They wrap up well in waterproof clothing and have fun running around and practising their physical skills in the outdoor area.

Children take part in a wide variety of activities that support their development across all areas of learning and they enjoy a balanced daily routine. Staff make regular observations of children's achievements and use these to plan activities that build on their knowledge and skills. Activities are well matched to children's interests and needs, and children are motivated and keen to take part. They benefit from a variety of outdoor play experiences, but outdoor play is not currently included in the weekly activity planning to ensure learning opportunities in this area are maximised.

Children are keen to communicate and they eagerly share their news and ideas. They make marks as they play, clipping some paper to a clipboard and putting their 'shopping list' in the trolley. They listen attentively to a familiar story and enthusiastically join in with familiar phrases. Children count and begin to solve simple problems during every day routines, such as when they see how many staff and children are here today. They find out about the world around them when they go on a long walk in the local field and collect natural materials to make a collage, and they develop skills for the future when they confidently use the computer to complete simple programmes. Children express their imagination as they play in the 'hairdressers' or select their own resources in the creative area to make a glittery picture to take home. Staff make the most of diversity to help children understand the world they live in, and children benefit from experiences and resources that help them learn to value different cultures and beliefs.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

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	2
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

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

