

The Learning Tree

Inspection report for early years provision

Unique reference number EY405297
Inspection date 18/05/2010
Inspector Wendy Fitton

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The Learning Tree at Broadway registered in 2010. The group is privately owned and managed by two individuals. The group provides before and after school care from the Broadway County Primary School in Haslingden, Rossendale in Lancashire.

A maximum of 56 children under eight years may attend at any one time, all of whom can be in the early years age group. There are currently 86 children on roll and 15 are in the early years age group. The group is registered on the Early Years Register and the compulsory part of the Childcare Register.

Children access the main school hall, outdoor grounds and play areas, and associated facilities. The group is accessible to children attending the primary school. Children attend from 7.45am to 8.40am and from 3pm to 6pm Monday to Friday, during term-time only.

There are eight staff working directly with the children, including the manager. Six staff have childcare qualifications and two staff are training for a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are well cared for in a warm and welcoming, safe and stimulating environment. Systems are well organised to ensure that every child receives an enjoyable and challenging learning environment. Staff support children's ongoing progress and development through the provision of a variety of interesting play experiences and activities that are child led according to children's own preferences and interests. There are very secure partnerships established with parents and carers and strong links with other providers and professionals, to promote continuity of children's welfare and needs. An evaluation system for the quality of the provision is in place and is a work-in-progress tool, to make plans for future developments and to promote the provision and outcomes for children.

What steps need to be taken to improve provision further?

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

- continue to develop organisational systems and plans for the future to promote the provision and outcomes for children.

The effectiveness of leadership and management of the early years provision

Children are protected and safeguarded by the effective procedures in place that ensure those working with children understand their role and responsibility. These

safeguarding policies and procedures are effectively implemented and staff know their role and duty in keeping children safe from harm and any risks. Staff and parents are able to access a set of policies and procedures for the safe and efficient management of the provision. Staff are suitably vetted and cleared to work with children. They are experienced and qualified in aspects of the learning and welfare of young children. Staff work effectively as a team and are committed to updating their knowledge, skills and practice as they work with the Early Years Framework. Children's safety, indoors and outdoors, is effectively met through comprehensive risk assessments, health and safety practices and the provision of safe and suitable, furniture, equipment and toys. The setting continues to develop and since registration has addressed its booking in and out system, the planning of activities and opportunities for staff to update their training needs. The system for self-evaluation is a work-in-progress tool and the management recognise the need to further develop organisational systems and plans for the future, to promote the provision and the outcomes for children.

There are good partnerships with parents as they are welcomed and given a friendly greeting by staff. There is an effective key person system to maintain good links with parents. All children have 'all about me' information filed and parents have access to organisational information, welcome brochures and notice boards. There are links with the early years development workers who support and advise staff in gaining their Step into Quality award. There are effective partnerships and good information sharing with school staff and so children's learning and care needs are fully met. Children feel a sense of belonging as they play in the interesting and stimulating environment. They are encouraged to have positive relationships with each other, and older children help and support the younger children. They work cooperatively as part of a group and friendships are evident. All children are fully included and involved in all aspects and they access the resources and facilities freely. There are lots of welcome posters in different languages and notice boards display important organisational information. Children feel a sense of belonging. They are comfortable with the routines, their key person and other adults and respond when their efforts and achievements are respected and acknowledged through positive praise and encouragement from staff.

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

Staff have a good knowledge of the learning and development requirements. They support children's learning and development through well planned activities and experiences. The planning of the learning environment is linked to the six areas of learning with continuous provision throughout the sessions; both inside and outside. The environment is very bright, warm, welcoming and child-centred. All resources are set up in the main hall and outside and include construction equipment, craft materials, messy and malleable play materials, a book area, a role play area, outdoor equipment, small world toys, table top games and board games. Children plan their own games and make decisions about which area they want to play in and what activity they would like to do. Staff find out about children's needs from parents and use the information to plan the environment and ensure they have access to the relevant resources. Children's development and

progress is monitored through observations and assessments and staff note down any particular comments or take photographs to evaluate children's learning journeys. Each child in the early years age group has an individual profile to share with parents about their development and progress.

Children play imaginatively in the role play area as they create an aeroplane scenario and set up chairs for seating, using cups and plates to serve meals. They take on the role of cabin crew and check if passengers feel alright or need anything. Children have access to a free craft table and use their creative skills with collage materials, glue, scissors, cellotape and paper. They mark make with different pens and pencils. They make different models and cards for special events and festivals. Children learn about differences and the wider world through books, games and jigsaws. They use dolls and play people who represent different cultures, abilities, ages and family make up. Children learn information technology skills as they operate the laptop computers and learn different games to challenge their thinking, problem solving and numeracy skills. They enjoy being outside in the fresh air and develop their physical abilities with football, climbing, jumping and balancing. Children relax in the book area and recharge their bodies with regular drinks that are freely accessible. Children use their fine motor skills with the table football and snooker table. They develop their social skills as they show respect and care for each other. They chat socially with friends throughout the sessions and develop positive relationships with adults and their key person. Children are very happy, confident and state that they really enjoy the sessions because they can choose what they want to do and what they like to play with. They state that they like to be with their friends and they feel safe and secure with the adults.

Staff are fully committed to good quality care which actively promotes the children's knowledge and understanding of safety and healthy lifestyles, and develops their skills for the future, enabling them to make a positive contribution. Children feel safe in the setting and understand about the issues relating to safety. They know to tidy away their toys and games safely to avoid any trips or falls. Children feel safe and secure and are confident in the setting as they approach staff and move independently around the areas. All security and safety procedures are in place and consistent. Children learn about being healthy as staff talk to children about hand washing. They learn about healthy food and are provided with healthy options at snack time. Children's behaviour is managed effectively and in a manner appropriate for their stages of development and particular needs. They are encouraged to develop the habits and behaviour appropriate to good learners, their own needs and those of others. There is a lot of evidence of children thinking about feelings and sensitivity to others as they share, play cooperatively, help, support and include each other.

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

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|--|---|
| 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

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|--|---|
| 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

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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 |

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Annex B: the Childcare Register

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

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