



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 256834

DfES Number: 525380

INSPECTION DETAILS

Inspection Date 22/09/2004
Inspector Name Heather Jeanette Knox

SETTING DETAILS

Day Care Type Full Day Care
Setting Name The Learning Tree Kindergarten & Nursery School
Setting Address 115 Thorpe Road
 Peterborough
 Cambridgeshire
 PE3 6JQ

REGISTERED PROVIDER DETAILS

Name Mrs Valerie Gryns

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Learning Tree Kindergarten and Nursery School opened in 1990. It operates from a semi-detached Victorian house close to the centre of Peterborough. The building has three levels. The babies and library room are based in the basement area, children aged two to three are accommodated on the ground floor and the pre school unit is based on the first floor.

There are currently sixty children from six months to five years on roll. This includes 23 funded 3 year olds and 1 funded 4 year old. The setting currently supports children with special needs. There are no children attending for whom English is an additional language.

The group opens five days a week all year round. Sessions are from 0800 until 1730.

Fourteen staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Three members of staff are currently working towards a recognised early years qualification. The setting receives support from a pedagogical support teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Learning Tree Kindergarten provides a good standard of care for the children who attend. All aspects of the provision are well organised and effective use is made of space, staff and resources to provide a stimulating and caring environment.

There is an established key worker system that enables staff to develop good relationships with the children. Staff plan a range of interesting activities for the children although as yet are not using the Birth to Three matters framework for the younger children. High priority is given to ensuring children's safety in the setting. Clear health and safety procedures are in place although minor improvements could be made to reduce potential risks.

Children are actively encouraged to develop good hygiene habits such as hand washing before and after meals. They are provided with regular drinks and snacks that are healthy and nutritious. The nursery effectively introduces the children to other cultures and traditions through activities and resources. All children are treated equally and are encouraged to take part in all the activities. Good support is given to children with special needs. Staff set clear rules and age appropriate boundaries for the children which the consistently reinforce.

There is a good partnership with parents and carers. Parents are warmly welcomed into the setting and are kept informed of current events through newsletters. Staff talk to parents on an informal basis when they leave and collect their child. However, parents receive limited information on the range of activities their child takes part in. The management also provide information evenings for the parents where they can learn more about relevant child care topics.

What has improved since the last inspection?

The setting has continue to maintain high standards with several members of staff undertaking additional training courses.

What is being done well?

- The nursery offers the children an attractive and stimulating environment with an extensive range of clean and well maintained equipment to support their learning.
- Parents are warmly welcomed into the setting. They are encouraged to be actively involved with their child's learning and have good verbal communication links with the staff.
- Children are provided with freshly prepared snacks and meals. Menus are interesting and encourage the children to sample a wide variety of different healthy foods.
- Staff work very well together as a team and plan a broad range of activities. They continuously interact with the children and are fully involved with the children's learning. Staff help children to feel secure and settled.

What needs to be improved?

- the health and safety procedures, including risk assessments
- the planning for children under the age of three

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	link planning and assessment for children under three with 'Birth to Three Matters' guidance
7	conduct a risk assessment on the premises identifying action(s) to be taken to minimize identified risks and review current practices in the baby room to improve health and safety

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The provision for nursery education at the Learning Tree Kindergarten and Nursery School is of high quality. Children are making very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a very secure knowledge of the foundation stage and skilfully interact with the children. They use open ended question to encourage the children to use their own knowledge. All the children are invited to express their ideas and contribute to discussions. Staff work well together and plan an extensive range of interesting and stimulating activities for the children. Group activities are presented to the children in a lively and interesting manner. Effective use is made of the resources to extend learning. The children are well behaved and share and take turns. Staff complete regular observations on the children. These are used to assess the children's progress towards the stepping stones and influence future planning.

Leadership and management is very good. The principal has clear aims and values which she shares with the staff. The nursery benefits from a strong staff team and systems are in place to effectively monitor the quality of the provision. The group are committed to improving their standards by looking at continued training and involvement in quality assurance programmes.

The partnership with parents and carers is very good. The staff have developed good relationships with the parents whom they encourage to be involved with their child's learning. Parents are invited in twice a year to discuss their child's progress. Parents have access to an extensive range of information about different child care issues.

What is being done well?

- Children are very confident at using number in their play. The staff effectively support and extend the children's learning through well planned structured activities.
- Children's early literacy skills are well fostered through the planned activities and good use of resources. Children have a good understanding that print has meaning which they incorporate into their writing.
- Strong leadership provides a shared ethos of good early years principles. The management structure ensures continual improvements through commitment to staff development.
- The children are well behaved and have a good understanding of right and wrong. They are able to play co-operatively, and share and take turns when using the equipment. They treat each other and the staff with respect and courtesy.

What needs to be improved?

- the information given to the parents regarding the daily activities offered to their children

What has improved since the last inspection?

The setting has made generally good progress since the last inspection and this has had a positive effect on children's' learning. Assessment files are detailed and dated to show children's progress. They are always available for parents to view. Parents are invited to regular consultation evening to discuss their child's progress. However, they still receive limited information regarding the daily activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good relationships with each other and the adults in the group. They are confident, happy and relaxed and have good independent skills as they put on their coats and shoes and select resources. They show good concentration and perseverance as they use computers and complete jigsaw puzzles. Children play co-operatively and are able to share and take turns. They are well behaved and have a good understanding of right and wrong. They are developing an awareness of other people's needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have very good speaking and listening skills. They enjoy sharing their views and opinions in both large and small groups. Children are able to effectively link sounds with letters through well structured phonic teaching. They look at a wide range of books and listen attentively when having stories read to them. Children understand that print has meaning and have opportunities to make marks. They are expanding their vocabulary as they learn new words in English and French.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident at counting and recognising numbers. They use numbers in structured activities and in their free play. Children are able to sort and match into different categories and can recreate and follow a pattern. They effectively use mathematical language to discuss different sizes and shapes and are able to recognise when two items are the same. They learn positional language through dance and drama and are developing a good understanding of addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to learn about the world around them through well planned topic work. They observe tadpoles turning into frogs, sunflower seeds growing into plants and dough turning into bread. They go for walks to collect leaves and twigs. Children regularly discuss events in their lives and look at traditions from other countries. They bring in photos of themselves to help develop an understanding of time. They competently use the computer and design and make models.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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The children demonstrate good physical skills as they move indoors and outside. They balance on one leg, walk on tiptoe and curl their bodies into a ball shapes. They confidently throw hoops onto bollards and manoeuvre cars and bikes around the garden. They effectively cut with use scissors and use knives and forks to eat their lunch. They have good hand eye co-ordination shown as they thread wool through holes and competently colour in pictures.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy exploring a range of materials such as playdough, cornflour, and clay. They develop their senses as they mix paints, make bread, draw self portraits and dance to music. Children have high imaginative skills which they use in different role play settings and when taking part in drama. They use a variety of techniques in their artwork, painting with their hands and feet and using mosaic tiles for collage work. Children enthusiastically use their voices and clap in time to music.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- provide the parents with more detailed information regarding the range of activities offered to their children.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.