



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY224261

DfES Number: 532406

INSPECTION DETAILS

Inspection Date 09/09/2004

Inspector Name Sue Boylan

SETTING DETAILS

Day Care Type Sessional Day Care

Setting Name The Learning Tree Pre-school

Setting Address Calley Down Crescent
New Addington
Croydon
Surrey
CR0 0EG

REGISTERED PROVIDER DETAILS

Name The Learning Tree Pre-school

ORGANISATION DETAILS

Name The Learning Tree Pre-school

Address Rowdon Primary School
Calley Down Crescent
New Addington
Croydon
CR0 0EG

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 Preschool opened in 2002. It is located within the child care annex of Rowdown Primary School. The Preschool serves the local area.

There are currently 78 children from two and a half to five years on roll. This includes funded three and four year olds. Children attend for a variety of sessions. The Preschool supports children with special needs and who speak English as an additional language.

The Preschool opens five days a week during the school terms. Sessions are from 08:45 until 11:15 in the morning and 12:15 until 14:45 in the afternoon. Children can also attend the breakfast and lunch club.

Six full and part time staff work with the children. Two staff have an early years qualification to NVQ level 3 and three staff are working towards a recognised child care qualification. The Preschool receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Learning Tree Preschool provides satisfactory care for children.

Staff are caring and committed in their work with the children. There are regular staff meetings and opportunities to attend training enabling them to work well as a team. Generally the range of policies, procedures and written records are good. However the pre school do not have parent's consent to seek emergency treatment and do not record staff attendance. Space and grouping of the children is not organised well.

The children are supervised effectively and staff are vigilant about children's safety. However the risk assessment of the premises does not include a review of any action taken to minimise risk and the fire evacuation procedure is not displayed. Children are actively encouraged with personal hygiene and understand when hands

have to be washed. Children can access fresh drinking water both when in the garden and in the nursery via a water dispenser. Snacks and meals are healthy and nutritious.

Staff interaction with children is positive and they manage behaviour consistently. However there is no named person responsible for issues of behaviour management. An adequate range of activities are planned to encourage all areas of learning and children have opportunities to take part in well organised outings that are usually linked to the current theme. There is appropriate provision of toys and equipment for the children to self select.

There is good communication with parents and staff are friendly and approachable. Partnership is encouraged between home and the setting with regular information exchanged about the children and clear information given and displayed.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre school have developed good partnerships with parents due to effective written and verbal communication. Parents are given information about the provision, curriculum and children's progress.
- Interesting and stimulating outings usually based on the current topic are organised. Children for example are given opportunities to go to the coast, country walks, sea life centre, places of worship and rides on various forms of public transport.
- There are good opportunities for children to extend their physical development. They have access to the garden throughout the session (weather permitting) and staff ensure they provide a balance of appropriate activities for active play.
- Staff are caring, friendly and welcoming and interaction with the children is good. They know them well and have an understanding of individual needs.

What needs to be improved?

- the use of space and grouping of the children
- fire safety and risk assessment
- the records in relation to written parental consent for emergency treatment and staff daily attendance
- the arrangements to appoint a named member of staff responsible for behaviour management

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
2	Ensure there is a system for recording staff attendance on a daily basis.	30/09/2004

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

Std	Recommendation
2	Ensure good use is made of the space available so that children can move around easily.
2	Ensure children are grouped appropriately so that feel secure and settled within the environment, i.e snack, story, meal times and for some activities.
6	Display the fire evacuation plan.
6	Ensure any action required in relation to the risk assessment process is monitored.
7	Request written permission from parents for seeking emergency medical advice or treatment.
11	Ensure that there is a named staff member who is responsible for behaviour management issues.

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

How effective is the nursery education?

The Learning Tree Preschool provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their physical development and knowledge and understanding of the world is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage the children well, interact skilfully and foster good relationships. They organise the outdoor space resources imaginatively to create an interesting learning environment, however children were not always involved in worthwhile activities during transitional times of the day. Good topic based activities are planned and link well to most areas of learning, mathematic activities are not fully exploited as part of everyday routine and numerals are not displayed effectively within the environment. Activities are well managed and the organisation of the pre school helps children to increase their independence. The presentation of the role play area did not encourage extended play. Children are given opportunities to visit their local community and to travel further afield linking in with the current topic, developing their knowledge and understanding of the world. Large group story time sometimes failed to meet the needs of all the children.

Leadership and management is generally good. The setting gain support from the Pre School Learning Alliance. There is a commitment to staff development and staff have access to guidance, support and relevant training. The quality of the provision is reviewed and steps are taken to address identified weaknesses.

The partnership with parents is very good. The setting is very flexible and meets individual needs of families very well. Parents are encouraged to be involved in their child's learning and are well informed about their child's progress. Good information is given to parents about the setting and it's provision.

What is being done well?

- A good range of physical activities and creative use of the outdoor area ensure children make very good progress in this area.
- Staff have a calm and polite manner and are positive role models. They are sensitive and effective when dealing with challenging behaviour, providing a supportive learning environment.
- Parents are kept very well informed of their child's progress and are encouraged to help their child learn by working with the preschool on the child's next step of learning, which is reported on, every six weeks.
- Very good topic based activities and outings encourage children to be interested in and knowledgeable about the world around them.

What needs to be improved?

- planning for transitional periods of the day.
- children's experience of large group story time.
- the programme for mathematics.
- the presentation and effective use of the role play resources/area.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children settle well into the group, they have good relationships with staff and some children have particular friends. Children have good self help skills, they use the toilet, wash their hands, use tissues and help themselves to a drink. They take turns and understand the rules, are confident, and happy to link up with their friends for support. Transitional periods are not well planned and children became bored.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are encouraged to use writing as a means of recording e.g. writing their name at their height on a chart. They use books independently, they turn pages correctly, look at the pictures and tell the story. Children recognise their name and some recognise their friends names. Large group story time was not effective, younger children not interested and older children not challenged appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn about shape through practical activities,(balls, play dough,circles, plates). They are using size language: tallest, shortest, bigger,smaller and are given opportunities to use measure to compare and describe. Numerals are not used as labels and opportunities to use number throughout the routine are not exploited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children happily discuss their family and are interested in others. They show an interest in ICT and can complete simple programmes. Children have opportunities to visit the local community e.g. church, tram, train station, and to explore further afield e.g. museum, seaside, aquarium -usually as part of the current topic. Children learn about mini beasts, life cycles and growth through worthwhile topic based activities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are given opportunities to learn new skills e.g. blowing bubbles, catching a ball. They are offered activities to climb, use wheeled toys, balance on tyres, crates, tree stumps and steps. They run, hop, jump, and enjoy playing organised group games. Children use hoops and bat and ball. They use tools effectively e.g. scissors, glue sticks and computer mouse. They squash, pat, squeeze and roll play dough. Children are beginning to be aware of their physical needs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well during role play based on their own experiences. They are given free access to creative media and use their imagination when creating. Children enjoy singing familiar songs and rhymes and experiment with musical instruments. The resources in the role play area are not well presented and are limited, children did not extend their play and the area was not used effectively.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- evaluate the organisation of the routine and the grouping of children to ensure they are involved in worthwhile activities during transitional periods.
- evaluate large group story time, taking into account both the needs of more able children and the needs of younger children.
- improve the programme for mathematics to include more opportunities throughout the daily routine for children to use number, to problem solve and to see and use numbers as labels.
- improve the presentation and the resources for role play, to encourage children to use the area more effectively.

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.