

The Climbing Tree Pre-School (Whitwick Data Services Limited)

Inspection report for early years provision

Unique reference number

EY414256

Inspection date

04/07/2011

Inspector

Patricia Bowler

Setting address

Baptist Church, North Street, Whitwick, Coalville,
Leicestershire, LE67 5HB

Telephone number

01530812095

Email

theclimbingtree@hotmail.co.uk

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 assesses 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.

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

© Crown copyright 2011

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 Climbing Tree Pre-school was registered in 2010. It operates from two rooms within the Baptist Church in Whitwick, Leicestershire. The pre-school serves the local area. The pre-school is accessible to all children, although there are internal steps between the two rooms, and there is a fully enclosed area for outdoor activities. The nearby local park is used to extend physical play.

The pre-school currently opens Monday to Friday during school term times. Sessions are from 9.15am until 12.15pm, with opportunities to extend into afternoon sessions. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register. A maximum of 26 children may attend at any one time. There are currently 32 children attending who are within the Early Years Foundation Stage. The pre-school provides funded early education for three and four-year-olds.

The pre-school employs five members of childcare staff, two of whom hold Early Years Degrees and are currently working towards Early Years Professional Status and three who hold qualifications to Level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff knowledgeable in the Early Years Foundation Stage, use an ethos of growing through play to provide a nurturing environment where children make good progress in their early education. Effective policies and vigilant procedures actively maintain children's safety at all times. Developing systems for self-evaluation serve to drive further improvement but have yet to be fully established. Purposful relationships with parents, carers and other professional agencies effectively promote and maintain children's health, welfare and development.

What steps need to be taken to improve provision further?

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

- ensure risk assessments are dated and signed to identify when and by whom they are completed
- develop systems to ensure self-evaluation continues to be used effectively to evaluate performance and drive ongoing improvement.

The effectiveness of leadership and management of the early years provision

Leadership and management are good. Staff, who have attended training in safeguarding know the procedures to follow should they have concerns and, consequently, children's safety is given high regard.

A consistent staff team work successfully to ensure day-to-day routines are efficiently managed. Policies, procedures and records are revised accordingly to maintain regulatory compliance. Although risk assessments and daily checks are carried out, ensuring care in a safe environment, these are not dated or signed to denote when or by whom they have taken place. Self-evaluation is developing, but has yet to be fully implemented to identify areas of strengths and resolutions for areas of improvement.

Robust recruitment and induction procedures ensure qualified staff, with relevant knowledge and experience, are suitable to work with children impacting on the good quality of care they receive. A robust appraisal system monitors working practice, effectively addresses further training and includes systems to confirm staff's ongoing suitability.

Children are supported well as they transgress in their early learning and development. Key persons are allocated, forging secure links with parents, but children receive highly personalised care from all members of staff who know children very well. The pre-school is extremely well resourced, providing children with a range of exciting activities. However, there are occasions when an over emphasis on the end product in craft activities limits children's creativity. Consistent communication and partnerships with parents ensure information is shared and children receive care according to their individual needs, interests and parental preferences. A termly report ensures they are well informed about their children's progress and they are encouraged to share and add to well-documented developmental records. Parents acknowledge their involvement within the pre-school, speaking highly about both management and staff. Organised events, including a children's sports day and a barbeque provide social occasions to meet with staff and other parents.

A robust commitment to equality and diversity ensures that all those involved with children work together to help them reach their full potential and to support the identification and inclusion of any child with additional needs. Links with local schools are in process to aid a smooth transition as children move on in their education.

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

Children make good progress towards the early learning goals through an environment based on child-initiated play. The pre-school is inviting and appealing and, consequently, children choose from a wide range of play opportunities supported with an abundance of equipment and resources. Children remove footwear to experience tactile feelings in the outdoor sand tray as they dig for hidden treasure. They respond appropriately to gentle reminders not to throw sand, gaining awareness of personal safety as staff explain possible consequences to other children.

Children self-register on arrival, recognising their name cards as they hand these

to the staff member receiving them into the setting. They settle into free play before joining together for a short circle time. They respond to an individual greeting in a welcome song, joining in sign language introduced as an aid to communication. Children know this is 'a way for people to talk if they can't speak'. They move freely between the two rooms, engaging in role play where they create barbeques following a discussion about celebrations for American Independence Day. A creative activity is used to colour American flags and spread glue and glitter to denote firework celebrations. Although a range of craft materials are available, opportunities are sometimes limited to allow for independent thought and creativity.

A role play area designed as a travel agency has been well used by children to identify countries around the world. Information and technology is promoted as children use keyboards and mobile telephones to book holidays, using brochures and 'booking forms'. They use a digital camera to record play activities within the setting, adding processed photographs to their individual development records.

Organised key worker groups enable staff to engage with children in specific areas of learning. Numeracy is effectively promoted as children add train carriages, calculating how many more they need to add to reach identified numbers. Older children use paper tents to denote occupancy, counting bricks to equate number recognition to quantity.

Children learn about their surroundings, with outings into the local community. High visibility jackets are worn as children learn about road safety. They have 'written' letters to themselves, addressing envelopes and posting these to their homes to gain awareness of how postal systems operate, and regularly use the nearby park facilities to extend outdoor activities. Plants are set in pots in the outdoor area and children tend to needs, such as watering.

Personal care is promoted as children prepare for their snack. They know to wash their hands 'to get rid of germs' and use a water hand wash, sited with tissue boxes, when they blow their noses. They sit in small groups to pour their own drinks and select from a range of healthy snacks, including fresh fruit. Staff implement a range of positive methods to help children understand appropriate behaviour with clear explanations, praise and encouragement. As a result, they know what is expected of them, behave well, take turns when playing with toys and develop an awareness of how their behaviour affects others.

Children learn about the wider world through positive images to reflect difference and diversity. Books, posters, wall displays and play equipment help children to value themselves and others. They take part in various activities, supported by staff and parents, to celebrate in a range of special events and festivals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

