

The Learning Tree Nursery & Kids Club

Inspection report for early years provision

Unique reference number

400124

Inspection date

19/10/2011

Inspector

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Setting address

Behind Carlton Miniott Community School, Carlton Miniott,
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Type of setting

Childcare - Non-Domestic

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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).

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 Nursery and Kids Club is managed by a voluntary committee of parents. It was registered in 1994. It operates from two mobile buildings at the rear of Carlton Miniott Community School near Thirsk, North Yorkshire. The children have access to an enclosed outside area.

A maximum of 30 children aged under eight years may attend the setting at any one time. The setting also offers care to children aged over eight years to 11 years. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks in the year. The setting also offers an out of school club provision, which opens Monday to Friday from 7.30am to 9am and from 3pm to 6pm during term time. The setting also offers holiday club provision for children aged five years to 11 years Monday to Friday from 7.30am to 6pm.

There are currently 103 children aged from two to 11 years on roll. Of these 76 are under eight years and of these 31 children are in the early years age group. A total of 21 children are in receipt of funding for free early education. Children attend the setting from the local and surrounding areas. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are seven members of staff, including the manager, who work directly with the children. All staff hold a qualification at level 3 in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are safe and secure and enjoy their time in this welcoming and inclusive setting. They are making steady progress towards the early learning goals. Children's welfare is promoted appropriately. Partnerships with parents, carers and other early years professionals are strong and effective and contribute to children's individual needs being met. Most areas of learning are suitably resourced and most routines appropriately organised. There are satisfactory systems in place to monitor and evaluate the provision indicating adequate capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- develop further positive images and resources to support children to know about their own and other people's cultures
- develop further opportunities for children to use a range of ICT to include

- cameras, CD players, and programmable toys in addition to computers
- develop further the development of children's independence skills particularly in the area of self-care.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are adequate and all required checks have been carried out. Staff know how to record any concerns and seek advice where necessary. Consequently, children are suitably protected. Supervision of children is effective, which promotes children's safety and well-being. Risk assessments are in place and appropriately implemented. This ensures potential hazards are reduced and that the environment is safe and interesting for children.

The management team are motivated to seek further improvement. Most staff discuss and evaluate the activities, the provision and how well children are doing. This forms the basis of their self-evaluation process, which includes a written evaluation. Most areas for improvement are identified and systems to monitor the impact of changes are developing. Resources are adequate to support children's learning and development in most aspects. However, there is a limited range of resources available to foster children's understanding of inclusion, equality and diversity. This impacts on them developing an awareness of the wider community and other people's cultures.

Positive partnerships with parents and carers are established, which are highly valued by the by all concerned. This contributes to each child's individual needs being recognised and appropriately met. One parent commented, "The staff really know my child and he is very happy here." The key person system is effective in promoting two-way communication channels between the setting and home. Staff are committed to working in partnership with others. They actively seek advice and support from other professionals. Children transfer smoothly to the reception class in the school because of the strong links that have developed.

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

Children make steady progress in their learning. This is because most adults have a sound knowledge of the Early Years Foundation Stage. They use appropriate systems of observation, assessment and planning to identify the next steps for children. Children become interested and excited about what they notice particularly in the outside area. They develop their problem-solving and numeracy skills as they play with the bricks and are asked "How many have you got? Will they all fit in the barrow?". Some children demonstrate their emerging writing and phonic skills as they write their names with brushes and water and sound the letters of their name.

Children skills for the future are developing satisfactorily. They can self-select most resources, which promotes their self-initiated learning. Children do have access to a computer. However, there are few other resources, such as cameras, CD players, and programmable toys. This impacts on children developing an awareness of the use of information and communication technology to support

their learning.

Children appear happy and safe in the setting. They are beginning to form good relationships as they enjoy playing with their friends. Their behaviour is generally good. Children are developing confidence and a sense of security in the setting because adult interactions are sensitive. Adults use gentle reminders to prompt children to act safely when necessary for example "Remember not to run inside". Children have some opportunities to develop their self-care skills and independence, for instance when they pour their milk at snack time. However, opportunities to further develop these skills for example in the bathroom area, have not been fully explored.

Children have a good awareness of what makes healthy lifestyles. Snack and mealtimes are sociable occasions as children chatter with staff and each other. They talk about what they are having for their lunch and that it will make them strong and healthy. They grow fruit and vegetables in planters and use them to make soup and snacks. Children are developing good personal hygiene routines as they are helped by the adults to wash their hands. All children choose to be physically active at many points in the day.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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