

Learning Tree Pre-School

Inspection report for early years provision

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27/09/2011

Inspector

Karen Prager

Setting address

Rodbourne Cheney CP School, Broadway, SWINDON, SN25
3BN

Telephone number

07876 735206

Email

learningtreepreschool@gmail.com

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

Learning Tree Pre-School originally registered in 2005, and re-registered in 2011 in its current premises, within the grounds of Rodbourne Cheney Primary School, Swindon. It is privately owned. It has two large well-equipped rooms, separated by a large reception and cloakroom area. There is free flow access to a secure outdoor play area. The pre-school opens five days per week during term time only. Sessions run from 9am to 11.30am and 12.30pm to 3pm, each day. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 40 children aged from two to five years, at any one session. All staff are appropriately qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers the children and their families a welcoming and supportive environment, overall. All of the staff are dedicated to their role and offer very good support for children's well-being and learning. A full range of activities ensure children make good progress in their learning and development, overall. The staff demonstrate a strong desire to provide high quality childcare and effective systems are in place to monitor and evaluate practice, moving the pre-school forward, to continuously promote positive outcomes for all children.

What steps need to be taken to improve provision further?

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

- build on children's awareness of the wider environment through greater involvement in the local community
- increase children's involvement in planning their activities in order to further raise their levels of achievement and reflect on learning

The effectiveness of leadership and management of the early years provision

Staff show a high regard for promoting children's safety. Arrangements for safeguarding children are robust, carefully managed and understood, so children are cared for by suitable people. Policies and records are in place as required. Effective practices ensure that the environment is safe and supportive. Written risk

assessments enable staff to ensure hazards are minimised and the premises are safe for children, indoors and outside.

The pre-school environment is busy and conducive to learning. The staff organise the educational environment to offer rich, varied and imaginative experiences that meet the needs of all children well. Furniture, equipment and resources are easily accessible to children. Some activities are set out ready at the start of the session, and many pictures and notices make the playrooms inviting. The pre-school promotes equality and diversity well, recognising children's different backgrounds and providing appropriately for their particular needs. The provision outdoors is developing well and children have daily access to an enclosed play space opening directly from the play rooms. They also occasionally use the school playing field. This means that all children are well provided for, whether they learn better inside or outside, and all make good progress overall.

The staff demonstrates a strong drive to improve the provision for children. The manager regularly monitors the practice throughout the pre-school. Parent's feedback about the provision is welcomed and their responses are carefully considered. Staff work well with their colleagues and moral is high. It is clear that the staff enjoy their work and take pride in improving the outcomes for children. Ongoing monitoring and analysis leads to well targeted plans.

The pre-school has developed positive relationships with parents and carers. Children and their parents are encouraged to visit and become familiar with the pre-school before they start attending, which establishes sound foundations for a secure start. Important information is displayed on notice boards in the entrance area, and staff welcome the families as they arrive each day. Parents speak highly of the pre-school, of the support the children receive, and in particular the recognition of the individuality of each child. The staff host review meetings regularly so that parents can discuss children's progress. Staff liaise closely with the early years teacher in the host school and value the input of other professionals. This sharing of expertise ensures that the outcomes for children are positive. Staff recognise the benefit to children of sharing information with other providers who share the care, such as local nurseries and childminders, and systems are in place for this.

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

The staff are focused on helping all children to make good progress in their learning and development, and in promoting their welfare. They have a good knowledge of the welfare, learning and development requirements of the Early Years Foundation Stage Framework. Staff get to know children well and identify next steps for children's individual development. They observe and assess the children on a continual basis and use their knowledge to support children in developing their interests. Many of these observations and assessments are

recorded in the children's development folders. Planning is based on the children's interests and stages of development. However, children are not yet encouraged to share in the planning of their future activities or to reflect on their learning. Systems for monitoring the progress of individual or groups of children are well developed to ensure children are offered the right opportunities and support in reaching their potential. Children are well supported in their development towards being confident, inquisitive learners. They freely move around their environment and make independent choices about what they would like to play with. Staff are good role models, demonstrating active listening when working with children.

Children enter the pre-school eagerly and settle very quickly due to the effective support of the staff. Children quickly learn to identify their name card and select a 'mood tree' on which to hang it. A short group time offers an opportunity for children to share their news and discuss the weather and the days of the week. Children play with, and alongside, their friends. For example, they select a drum and are joined by other children who also sing, bang and tap enthusiastically. Children are able to choose to play indoors or outside for most of each session, with many children choosing to play outside, benefiting from the fresh air and exercise. They use the steps in and out of the premises with ease, and competently ride the wheeled toys avoiding obstacles.

Outside, children investigate the soil and consider where they might find a worm. They run to fetch a bug box and show delight when they find a number of worms under a plant pot. Children learn about the world around them through activities within the pre-school, though there are few opportunities to learn about the wider environment through visits into the local community or by inviting visitors to the pre-school. Children make a positive contribution to their nursery through clearing away toys and learning to respect their resources. They know how to set the timer to measure three minutes and quickly become involved in putting the toys away, cooperating very well with one another when carrying a large toy box to its position.

Children learn how to keep themselves safe under guidance from staff. Staff and children together develop a set of 'golden rules' focusing on keeping safe and being kind to each other. Through this process children learn why some things are unsafe. Children gain a good understanding about the importance of a healthy lifestyle. They learn to adopt healthy habits, such as, cleaning their hands prior to eating and through discussion learn why this is important. Children show they have learned further hygiene routines as they remember to put tissues in the bin once used. Parents supply their child's water bottles. These are freely available for their children to help themselves whenever they feel thirsty.

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
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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

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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