

# Yew Tree Pre-School

Inspection report for early years provision

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**Unique reference number** 301112  
**Inspection date** 18/11/2011  
**Inspector** Jennifer Beckles

**Setting address** Yew Tree Community School, Alcester Street,  
CHADDERTON, Oldham, OL9 8LE

**Telephone number** 0161 3457337

**Email**

**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**

Yew Tree Pre-school has been operating since 1999 within Yew Tree Community School in Chadderton, Oldham. The pre-school is open five days a week from 9am to 3.30pm during term time only, and has permanent use of a double classroom and occasional use of the large hall and library. All areas accessed by the children are on the ground floor. There is a large outside area which offers play on both hard and grassed surfaces.

The pre-school provides care for 24 children in the early years age range. The pre-school offers the service to local families, who come from multi-cultural backgrounds. The setting is currently supporting children with special educational needs and/or disabilities. There are 37 children on roll, of whom, 11 receive early years funding. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. There are five staff on roll, all of whom are qualified.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Effective, strong partnerships with parents/carers and others enable the setting to provide excellent support to children's care and learning. Children's good progress is also underpinned by staff's detailed knowledge of the children. In general, a wide range of toys and resources are used to facilitate children's learning. Children are kept safe because the setting has relevant and comprehensive policies and procedures. The setting's good awareness of its strengths and weakness is derived from regular reflection on the provision. It is committed to continually improving its provision for the future.

## **What steps need to be taken to improve provision further?**

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

- provide more opportunities for children to self-select their own resources.

## **The effectiveness of leadership and management of the early years provision**

Well-maintained and relevant records, policies and procedures help to ensure children's safety. This includes accident, medication and attendance records. Safety is reinforced by appropriate staff-to-child ratios and thorough vetting of all staff members. Additionally, there is a designated child protection coordinator. All areas of the setting, both in and out of doors, toys, equipment and resources are checked for safety by regular risk assessments, and also applies to outings. Staff

are aware of all policies and procedures because they undergo staff induction. This means that children are safeguarded effectively.

The organisation of the environment is good overall because there is a designated creative room, dual surface outdoor area and dedicated space for construction, reading, role play and table top activities. However, children have limited independent access to resources which impacts on their ability to make choices in their play. The setting carefully reflects on its provision and has clearly identified priorities for development. Furthermore, their reflection incorporates the views of parents and children. The setting has addressed previous recommendations made at the last inspection. For instance, they now have a staff appraisal system which means that training needs can be identified more readily. Staff are experienced in caring for children with special educational needs and/or disabilities and their close, strong partnership with other relevant professionals provide a nurturing and caring environment. Furthermore, there is an effective coordinator to take the lead on special needs and or disabilities matters.

Children settle quickly and their progress is supported by initial home visits made by staff, and an 'all about me' form which details children's skills and interests. Parents spoken to at the time of inspection express great satisfaction with their children's progress. They appreciate the use of a communication book which details comments and activity suggestions for individual children by staff, other professionals and parents. In this way, children's learning and care is supported effectively. Additionally, yearly parents' evenings provide more opportunities to exchange information. Parents can also discuss their child's progress as they read their child's learning journal which is a collection of observations, annotated work samples, and photos of achievement. A suggestion box in the entrance to the setting provides opportunities for parents/carers to give their views on the provision. There is very effective, strong partnership working between the setting and various professionals. Regular visits from the area special educational needs coordinator, and other professionals provide advice on individual education plans for children with special educational needs and/or disabilities. Staff and other professionals exchange their observations of the children regularly. They also write comments or suggestions in parents' communication books so that they are kept informed and can support their child's learning. This close partnership working has a hugely beneficial impact on children's care and learning and has resulted in very good progress for many children.

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

Children are very content in this setting. Secure attachments to named members of staff support children's transition to the setting which means they settle quickly and happily. Children are aware of the rules of the setting and readily put on aprons before taking part in creative activities or tidy things away when 'tidy up' music is played. Staff help children to make the right decisions to stay safe by, for instance, reminding them to sit down and stay still while eating otherwise they

might choke on their food. They talk to children about road safety procedures, so they stay close to adults and hold hands when they go out on trips. Personal hygiene routines are known by the children who wash their hands at appropriate times and take care to stop the spread of infection by hygienic disposal of used tissues. Snacks are wholesome and nutritious and liked by the children. Fresh air and exercise in the garden ensure that children are physically active and develop a range of skills as they climb, balance, run and jump.

Children achieve well across all areas of learning. They work together to build interesting constructions from bricks and decide between them, for example, how long the 'horn on the monster' should be. They settle comfortably in the book corner as they share their favourite stories and talk about the pictures. Children talk animatedly in the home corner as they create their own imaginary stories and decide which roles they should take. They proudly show adults their elaborate mark making on large sheets of paper in the garden. Others listen out for the beat made by a drum as they try to keep in time to the beat by playing musical instruments. Some children are engrossed in computer games which support early literacy skills and help them to develop good skills for the future. The more energetic children race around the large outdoor area or ride bikes and balance well on scooters. Children have opportunities to understand how things grow by planting seeds in the garden and observing their growth. A wide range of interesting experiences and activities for children are facilitated by the setting's good understanding of the Early Years Foundation Stage.

Children engage happily and remain on task with different activities. They move purposefully throughout the setting and show enthusiasm for tasks. Children share and cooperate with each other and understand why it is important to take turns. They learn to accept difference through themed topics, such as festivals, which provide them with opportunities to learn about different ways of life and reasons why people celebrate different events. This is supported by stories and resources which represent people from different cultures and physical disabilities, and staff challenge discriminatory comments.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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