

# Learning Tree Childcare Centre

Inspection report for early years provision

---

**Unique reference number** 309853  
**Inspection date** 21/12/2011  
**Inspector** Cathryn Parry

**Setting address** Fulwood Campus, Fulwood, PRESTON, Lancashire, PR2  
8UR  
**Telephone number** 01772 225 550  
**Email** ekay@preston.ac.uk  
**Type of setting** Childcare - Non-Domestic

---

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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://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).

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.

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 Learning Tree Childcare Centre is managed by the governing body of Preston College. It was registered in the current premises in 2000 and operates from purpose built premises within the grounds of the college. The setting is situated in the residential area of Fulwood in Preston. Children access secure enclosed outdoor play areas. The setting is open Monday to Friday from 8am to 6pm for 51 weeks of the year. The setting also offers before and after school care, which operates from 7.30am to 9am and from 3pm to 6pm during term time.

The setting is registered to care for a maximum of 106 children aged under eight years at any one time. Of these, not more than 106 may be in the early years age group, of whom not more than 56 may be under three years, and not more than 24 may be under two years at any one time. The setting also offers care to children aged eight years to 11 years. There are currently 153 children on roll, of whom 135 are under eight years. Of these, 119 are in the early years age group, of whom 44 receive funding for the provision of free early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 32 members of staff, including the manager, who work directly with the children. Of these, two hold qualifications at level 6 in early years and have Qualified Teacher Status. Three hold qualifications at level 5 in early years, five at level 4, 19 at level 3 and two at level 2, one of whom is a modern apprentice. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and relaxed in the welcoming and friendly setting. They are recognised as individuals within the inclusive and safe environment. All children make good progress towards the early learning goals through a varied and interesting range of activities. Records of children's learning and development are usually completed well. Systems for involving parents and carers in the observations process are continuously being reviewed. The manager liaises with an early years professional from the local authority as part of the process to ensure continuous improvement is effectively maintained.

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

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

- develop further records of learning and development, with particular regard

to consistently dating observations, in order to effectively track all children's progress towards the early learning goals

- develop further systems for parents and carers to contribute to the ongoing observation and assessment process.

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

Children are cared for in a well-maintained environment, where resources and equipment are cleaned regularly. Staff have a good understanding of their role and responsibility concerning safeguarding. As a result, children's safety and well-being are ensured. The setting has robust recruitment and vetting procedures in place to ensure staff are checked for their suitability to work with children. Consequently, children are well protected. Children's safety is enhanced with regular risk assessments and thorough daily safety checks of the premises and for any outings. Staff attend a range of training to ensure they are up to date with any changes in legislation and to further their childcare knowledge. They organise the space and resources within the indoor and outdoor areas well to effectively promote children's independence.

Equality and diversity is effectively promoted throughout all aspects of the setting. Children have an assigned key person who is very approachable and speaks to parents and carers on a daily basis. This is complemented with written diaries. Consequently, parents and carers are effectively informed of the experiences their children have enjoyed. These relationships are particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. However, systems for involving parents and carers in the ongoing observation and assessment process are not fully developed. This impacts on the staff's ability to monitor all the achievements children make. The manager encourages relationships with other professionals to ensure individual needs are met well. The staff are proactive in approaching other practitioners where children receive care and education in more than one setting. This enables them to complement and extend activities.

The manager has identified clear priorities for improvement. Regular meetings and discussions enable staff to share ideas that support the efficient running of the setting. Within the self-evaluation process, the manager welcomes any feedback from parents, carers, children and other professionals. This contributes to promoting an inclusive environment. The recommendations raised at the previous inspection have been positively addressed. This has a favourable impact on improving outcomes for children.

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

The manager and her team of staff have a secure understanding of the Early Years Foundation Stage framework and implement it well. The range of planned and

spontaneous activities offered ensures each area of learning is covered well. The planning process incorporates children's next steps in their learning, which staff have identified through regular observations. Staff know the children well and have developed individual learning journeys, which include observations, photographs and artwork. However, these records of children's learning and development are not consistently completed, particularly with regard to dating observations. This has a minor impact on staff effectively tracking all children's progress towards the early learning goals.

The staff's positive attitude to equality and diversity ensures children have a good awareness of the wider community. This is supplemented with a variety of resources and activities reflecting positive images of the world they live in. Consistent encouragement ensures children have a good knowledge of what is right and wrong. Babies' interest is encouraged through a wide variety of man-made and natural resources. Children use their initiative well, for instance when using the rake to hunt for bugs under the leaves. They are gaining a good understanding of the natural world, including enjoying a visit from a parent with a lamb. Children's communication skills are fostered well resulting in good interactions between themselves and the staff. They demonstrate good problem solving, reasoning and numeracy skills. These are effectively promoted through the provision of number puzzles, capacity containers, and sorting activities. Children in the after school club further develop these skills as they keep score when playing games. A variety of creative experiences promote children's self-expression whilst having fun. They develop their skills for the future as they use the computer with increasing confidence and skilfully use the keyboard and mouse.

Children demonstrate a strong sense of belonging. The staff have a good understanding of how to achieve a balance between freedom and setting safe limits. This results in children taking responsibility for their own actions through appropriate challenges. Examples of this are where they climb trees in the woodland area and use staplers to make paper chains. Children develop and test their physical skills through stimulating daily indoor and outdoor experiences. They have a good knowledge of healthy food options. This is nurtured through enjoying nutritious snacks and meals and participating in a variety of activities, such as visiting the allotment and making vegetable soup. Children demonstrate a good understanding of the importance of good personal hygiene and are becoming increasingly independent in their personal care.

## 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	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

<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

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](http://www.ofsted.gov.uk)

## **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