

# The Learning Tree Children's Nursery and Pre-School

Inspection report for early years provision

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<b>Type of setting</b>	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*.

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## Description of the setting

The Learning Tree Children's Nursery and Pre-School was registered as a private limited company in 2010 and operates from rooms at Halsall Church of England Primary School in Halsall, Lancashire. Children have access to a secure outdoor play area and time-tabled access to the school hall. The setting is registered by Ofsted on the Early Years Register and is registered to care for a maximum of 32 children at any one time. The pre-school room is open each weekday, term-time only, from 9am until 3.30pm and the Smiley Faces nursery room is open, term-time only, every morning from 9am until 11.30am. There are currently 46 children on roll. Of these 24 receive funding for nursery education. The setting supports children with special educational needs and/or disabilities. The manager employs seven members of staff to work with the children, all of whom hold an appropriate early years qualification. The setting receives support from the local authority and has recently completed the 'Step into Quality' award.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Excellent engagement with parents and robust partnership working with other professionals means that each child's individuality is superbly recognised. Therefore, children's individual needs are extremely well planned for and attended to. The management demonstrates an enthusiasm and commitment to driving forward improvement of the service for children. Staff implement good policies and procedures to keep the children safe. They have created a purposeful and lively learning environment overall within which each child makes excellent progress in their learning and development taking into account their starting points.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure records are easily accessible and available for inspection relating to the record of risk assessments. (Documentation) 03/05/2012

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

- develop further improvements to the outdoor play space to expand learning outdoors.

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

Children are effectively safeguarded as all reasonable steps are taken to assess suitability of the adults working with the children. These include recruitment procedures and completion of a full Criminal Records Bureau check. All staff have undertaken thorough training and the manager ensures that training opportunities and support are provided regularly, including frequently revisiting the procedures during team meetings. Consequently, staff demonstrate a very secure understanding about the procedures they should implement to report any concerns about abuse of a child. Good day-to-day organisation and effective procedures for the management of the premises means children are cared for in a safe and well maintained environment. Daily risk assessments are carried out to ensure hazards to children are minimised but the reviewed documentation relating to full risk assessments for the setting is not available on the premises for inspection. This is a breach of the welfare requirements. Security is effectively maintained and the emergency evacuation procedures are practised regularly, so children become familiar with them.

The manager has successfully established good quality provision since opening in 2010. This is due to the hard work, vision and drive of the manager, ably supported by staff, who all work in a harmonious and efficient manner. The children benefit greatly from the consistency of approach and enthusiasm of interest afforded to them by cheerful adults. Self-evaluation is being undertaken and a quality improvement programme has been successfully implemented with the identification of soundly chosen actions for future development and improvement. The deployment of resources effectively maximises learning opportunities for children indoors, so inclusion is promoted. Staff carefully consider areas of play and how children can access activities easily, therefore, promoting decision making. The manager and staff team are well qualified and experienced and recognise that outdoor experiences can be further improved upon in maximising learning opportunities in all areas of learning. For example, further resources are to be made available to support problem solving and mark making in the outdoor area.

Partnerships with parents are excellent. They express their views in writing and state how the staff 'do a wonderful job.' The setting provides a wealth of information to support the engagement with parents. Displays, newsletters and daily discussions provide a varied forum for the quality exchange of information. Photographic displays with explanations about the benefits of play and other aspects of the Early Years Foundation Stage provide parents with additional information about the children's activities and learning. Good information is sought from parents when children start and is effectively used to help plan the individual care needs for each child. This engagement of parents and sharing of information provides an excellent base for staff to support those children with special educational needs and/or disabilities. The staff demonstrate dedication to engaging parents and other professionals and services. They effectively ensure that children's transitions are robustly implemented and that the transfer of essential information is made a priority.

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

Children are relaxed and very happy at the setting and are confident within the environment. The flexible and free-flow routine enables them to make decisions and independent choices keeping them motivated and interested in their learning. Staff have good knowledge of the Early Years Foundation Stage framework and implement it well. All areas of learning are covered through planning and staff conduct regular observations of children's learning and development. Children's communication skills are fostered well with good interactions between each other and the staff. They access all areas of the setting engaging in purposeful play and exploring the indoor environment and the outdoor area when taken outside. They develop a positive understanding of the natural world when potting and nurturing a range of flowers which they then plant in the garden.

Children enjoy mark-making activities, developing their hand and eye coordination and use available equipment resourcefully. For example, they use scissors skilfully and use glue sticks to create their pictures. During group story times the children eagerly join in with favourite rhymes and talk about what they see. Problem-solving and numeracy skills are nurtured well through the provision of construction equipment, puzzles and filling and emptying opportunities in the compost tray. Staff support children to count legs on the toy centipede as they play in the water tray and encourage them to compare this to how many legs they themselves have. They learn about the passage of time as they create a display of their own family tree which is displayed on the wall. Children have a positive attitude towards the use of information and communication technology resources and use the computer skilfully and with confidence. Children eagerly express their creativity through playing musical instruments, painting and singing known nursery rhymes. The outdoor area is secure providing opportunities for children to play safely and develop their physical skills. For example, the children have access to and use large equipment and resources such as climbing apparatus and tricycles. Children celebrate some festivals, such as, Chinese New Year, Easter and Hanukah. There is a selection of resources to complement their understanding of different cultures, traditions and beliefs.

Daily routines and staff's high expectations mean children of all ages are developing good independence skills and demonstrate an exceptional understanding of developing healthy lifestyles. For instance, even the youngest children are encouraged to pour their own drinks and others visit the toilet independently. Children's behaviour is good, they are encouraged to share and take turns with resources. They show consideration and are helpful to one another, for example, one young child gives another child their chair to sit on at snack time. Children are encouraged to develop an excellent awareness of their own safety and well-being, for example, through discussions, such as reminders about the safe use of tools and equipment during their play. The quality of the activities and opportunities offered, together with staff interaction and commitment, clearly support the good development of children's skills for the future.

## 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	1

### 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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