

White Tree Pre-School

4 North View, Westbury Park, Bristol, Avon, BS6 7QB

Inspection date	25/09/2012
Previous inspection date	08/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff ask children carefully framed open-ended questions to help identify where children may be in their development. This helps develop children's language and communication skills well.
- Staff provide interesting visits to different parts of the local community so children develop a good awareness of their environment.
- Staff form warm and supportive relationships with the children, which helps them feel safe and secure.
- Staff provide children with interesting small group activities that involve turn-taking and sharing. Therefore, children behave well and learn to respect others.

It is not yet outstanding because

- The outside area is not fully developed to provide children with an environment that is rich in print.
- Children have fewer opportunities to see positive images of diversity and use a wide range of cultural resources in their daily play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities on the first floor of Westbury Park Methodist Church and in the secure outside play area. The inspector completed a joint observation with the manager of the provision on the first floor area.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the Pre-School's self-evaluation.
- The inspector held meetings with the Nominated Person, manager of the provision and one other practitioner.
- The inspector looked at children's assessment records and the pre-school's planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.

Inspector

Sandra Crocker

Full Report

Information about the setting

White Tree Pre-School registered in 1993 and is managed by a committee. It operates from the whole of the first floor of Westbury Park Methodist Church. It also operates from

two rooms and a hallway on the ground floor. Westbury Park Methodist Church is in Westbury Park in Bristol. Children have access to a secure enclosed outdoor play area. White Tree Pre-School is registered on the Early Years Register and the voluntary part of the Childcare Register. There are currently 13 children aged from two years old to four years old on roll. The Pre-School provides funded early education for two-, three- and four-year-olds. Children attend for a variety of sessions. White Tree Pre-School supports children with special educational needs and/or disabilities and those who speak English as an additional language. White Tree Pre-School is open each weekday during term time from Monday to Friday from 9.15am to 12:15pm. It is open on Monday from 9.15am to 3pm. There are six staff employed to work with the children; of these, one has an early years qualifications at level 2, two have early years qualifications at level 3, and three have an early years qualifications at level 4 or above. White Tree Pre-School receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- create an outside environment rich in print and display numerals and shapes in purposeful contexts
- further develop children's awareness of culture and diversity through providing positive images of all children and through the introduction of more resources, for example, in role play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children have many opportunities to play collaboratively. Staff effectively help them to sort flowers cooperatively into bunches in an exciting flower shop. Children eagerly wrap the flowers, responding to each other's ideas as they choose different coloured paper. Children have an interesting opportunity to broaden their knowledge in a visit to the local florist. Staff support children who choose to weigh the flowers by helping them become familiar with how weighing scales work. Staff positively interact encouraging children in their efforts to roll sheets of paper round the flower stems. Staff have a secure knowledge of how to promote children's learning.

Children have plenty of opportunity to observe things closely. They learn effectively about fruits and vegetables as they enthusiastically explore their similarities and differences whilst sorting them on an interactive display. Staff skilfully introduce vocabulary to enable children to talk about their observations. Children demonstrate they are developing good language skills as they use more complex sentences as they recall when they eat carrots

or sweet corn.

Staff plan plenty of regular short periods when children listen to each other. For example every day at registration children count how many children are present, chat about what day it is and the weather. Staff thoughtfully use mathematical language as children decide if there are more children than staff present. Children show a strong interest in number as they look at the numerals in the date. Children are thoughtfully given the opportunity to describe special family times. However, there are limited resources available to the children that will help them show an interest in different ways of life. There are limited resources which reflect the cultural diversity in their community on display.

Children sort toy animals and staff focus them on the reasoning behind their groups. They confidently recite number names as they count their collections. Children show strong interest in print indoors in their role-play flower shop. They say the initial sound on a plant label and identify that purple flowers cost seven pence. However, there is a limited display of numerals, text, shapes and patterns placed in a purposeful context outside to further encourage children's interest when outdoors.

Staff teach the children to cut up their fruit safely and encourage children in their effort to pour their own drink. This encourages children's independence well. Children give meaning to marks as they draw circles with chalks on the ground outside. There are interesting daily opportunities for energetic play. Inside children ride wheeled toys as staff support them in road safety role play. Outside the children are eager to run, jump and slide. Staff have high expectations of all children so that they make good progress in their learning. Staff use regular assessment to show how all children are improving. Children are acquiring good skills to help them with their future learning needs.

Parents know which staff member is their child's key person. They share what they know about their child with this key person. This interaction is used by staff to plan effectively to support all individual learning needs. Parents and staff work closely together to assess their children's achievements and progress. This means that all children make good progress in relation to their starting points.

The contribution of the early years provision to the well-being of children

Staff thoughtfully identify when children need help to make friends and plan activities so that they can play in groups. The pre-school is a motivating, well-resourced and friendly environment, both in and generally outdoors. It successfully supports children's physical, mental and emotional well-being.

Children play enthusiastically together outside showing an interest in what they find hidden in the dry sand. Staff focus children to reflect effectively on the needs of their doll while they role-play family life. A well-established key person system helps children to explore confidently, use their imagination well, and interact with each other positively.

Staff are deployed well to effectively support children to develop an understanding of the

importance of physical exercise. Children are motivated to join in a lively game where they run around a line of chairs. Staff give a high priority to the safety of children with sensible rules for them to follow. Behaviour at the pre-school is good because there is clear guidance for children about what is acceptable.

Children competently manage washing and drying their hands. Staff consistently talk to the children about the importance of hand-washing. Children are able to manage their personal needs relative to their ages. During mealtimes children talk about what they like to eat and staff thoughtfully reinforce messages about why these healthy foods are good to eat. Children confidently cut up their own banana because staff ensure their safety while not deterring their risk-taking. Children are involved in pouring their own drinks and their independence is well promoted. Children are well prepared for the next stage in their learning because practitioners provide appropriate support to prepare them for their transitions.

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

Staff fully understand their safeguarding responsibilities, so that children are protected and cared for in a safe and secure environment. Comprehensive risk assessments ensure effective actions are taken to minimise or eliminate risks to children and a designated health and safety officer ensures these are maintained. The nominated person has a good understanding of their responsibility to make sure the safeguarding and welfare requirements of the Early Years Foundation Stage are covered. The committee implement robust systems to check that staff are suitably qualified and properly vetted. Staff receive regular appraisals to help effectively identify their training needs to enable continuous professional development. Regular practices of evacuation procedures ensure that children understand what to do in an emergency. A thorough range of policies and procedures guide staff practice and are used successfully to promote children's health and ensure their welfare.

There is a strong partnership with parents, who comment very positively on the pre-school. Staff work closely with parents to settle children and ensure that individual needs are addressed effectively. Parents are included in the pre-school through newsletters, daily discussions and notice boards, which display useful information. They enrich the opportunities available to the children by making suggestions for activities and joining in daily sessions. For example, a dad helped children make their own model of the Olympic torch. Records of children's learning in a 'learning journey' demonstrate the strong understanding that staff have concerning individual children's needs and stages of development. Staff plan well and have a good understanding of their roles and duties. Evaluation of children's learning and development is effective. Children's future learning is consistently reflected within the weekly programme of activities and shared with school and parents.

Resources and equipment are clearly labelled and allow children easy access. As a result, there are exciting opportunities for children to make choices and to take shared

responsibility for their own learning and play. Staff show good care and understanding of equality and diversity, enabling them to provide a service which is inclusive to all. Thorough information is obtained from parents initially to ensure that staff are fully attentive of children's individual needs. The Pre-School has established robust links with school and effective liaison with other agencies assisting all children. Expertise can be shared with families needing additional support.

Self-evaluation involves the staff team and identifies the strengths and weaknesses of the provision well. Continuous reviews of the quality of the pre-school take place through consultation with children and parents. Leadership and management are confident about what the pre-school needs to do to improve further and have been successful in making and sustaining improvements. Recommendations from the last inspection have been carefully implemented. The ambition to improve the pre-school and outcomes for children is embedded well with all staff.

The Childcare Register

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for

registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	107107
Local authority	Bristol City
Inspection number	813311
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	34
Number of children on roll	13
Name of provider	White Tree Pre-School
Date of previous inspection	08/02/2010
Telephone number	0117 9731562

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years

Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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