

The Learning Tree Kindergarten & Nursery School

115 Thorpe Road, Peterborough, Cambridgeshire, PE3 6JQ

Inspection date	16/08/2013
Previous inspection date	02/06/2011

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 provide a stimulating and well-resourced environment that promotes children's learning well.
- Children feel safe and secure in the nursery because staff are skilled at forming strong attachments with them and are well informed about their care and learning needs.
- Children enjoy opportunities to explore and learn outside in the garden. As a consequence, they make good progress in their physical development and learn about the world around them from first-hand experience.
- Preparations for children's move to other settings, schools and within the nursery, are well planned. This means that children are effectively supported and well prepared for important changes to their lives.

It is not yet outstanding because

- Staff occasionally miss opportunities to extend children's learning during activities because they do not always allow children time to think and formulate answers to their questions.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all areas of the nursery and outside spaces.
 - The inspector held a meeting with managers and spoke with children and staff at appropriate times throughout the inspection.
 - The inspector and deputy manager took part in a joint observation.
 - The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation,
- evidence of suitability of practitioners working within the setting and a range of other documentation.

Inspector

Jacqueline Baker

Full Report

Information about the setting

The Learning Tree Kindergarten & Nursery School opened in 1990. The provision operates from a semi-detached Victorian house close to the centre of Peterborough and serves the local and wider area. The building has three levels. Children have access to a secure outdoor play area. The provision is open each weekday all year round, from 8am to 5.30pm, with the exception of Bank Holidays and Christmas Eve. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 82 children on roll, all of whom are within the early years age range. The provision provides funded early education for two-, three- and four-year-olds. The provision is also registered to offer care to children aged over five years. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. The provision employs 18 members of childcare staff. Two hold Qualified Teacher Status, one also having Early Years Professional status. Three members of staff have Early Years Degrees, 10 are qualified to level 2 and 3.

What the setting needs to do to improve further

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

- develop further opportunities to extend children's learning during activities by; ensuring children have time to think and formulate answers to open ended questions.

Inspection judgements

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

Children are eager to explore and investigate because staff provide a stimulating environment and have a good understanding of how children learn through play. As a result, children have plenty of opportunities to enhance their development across the seven areas of learning. Discussions with parents help staff to make initial assessments of children's starting points in learning. As a matter of course, staff enhance their own knowledge by observing children as they play and recording their developmental progress. This good information enables staff to plan challenging and interesting experiences for children and helps positive progress towards children's learning goals. Staff ensure parents are kept well informed and that there is an ongoing dialogue about children's learning at home.

Children are able to follow their own interests as they explore imaginary play with toy cars. They demonstrate good dexterity as they manoeuvre small vehicles around a track

and skilfully negotiate ramps and lifts before parking them neatly in rows. Staff play alongside children and offer guidance to extend their concentration and imagination as they play. During discussions, staff comment and question children to promote their learning. However, sometimes staff do not always allow children enough time to formulate answers to their questions and as a result, opportunities to challenge, maximise and extend learning effectively are occasionally missed. Staff are attentive and supportive to young babies and ensure their interactions with them are stimulating. For example, staff show babies and young children how to use the stacking toys and children eagerly copy by stacking and rattling them. Consequently, babies and young children are making good progress in their physical development. Children are confident to express their wants and needs to staff and their friends. They negotiate turn taking on bikes and are able to take part in delightful conversations with staff, as they recall their favourite activities at home. Children with special educational needs and/or disabilities and those learning English as an additional language are supported well to develop good communication skills. Staff use sign language and pictures to supplement their spoken word and also learn key words in children's home language to enhance children's understanding. As a result, children make good progress in their language development. Children's literacy skills are promoted during story times. Staff are skilled at reading stories and bring characters alive by using different voices and singing to enhance children's experiences. Meaningful text in the environment and the availability of plenty of opportunities to make marks and practise early writing, further promotes children's understanding of the written word. This means they are gaining the skills needed for their next stage in learning, including school.

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

The key person system is effective in helping children to settle quickly at the nursery. Staff form strong partnerships with parents from their first visits. They gain plenty of information about children and as a result, are well-informed about children's individual care needs. Children and babies demonstrate their feeling of security as they readily approach staff for a cuddle and are confident and independent in their play. Children enjoy sitting with their friends and staff at meal times, which promotes their personal, social and emotional development. They learn important self-help skills as they wipe their hands, select their own cutlery and pour their own drinks. Staff serve nutritious meals and snacks and engage children in supportive discussions about healthy foods. This means children are developing an understanding of what is and what is not, a healthy diet. Staff provide plenty of opportunities for children to take part in physical exercise in the garden. Children enjoy riding bikes, playing hide and seek and joining staff as they attempt balancing along small obstacle courses. This further promotes children's awareness and teaches them that fresh air and exercise is an important factor in maintaining good health. It is also an effective and enjoyable way in which children learn about taking risks and keeping themselves and others from harm.

Children generally play well together and know how to behave appropriately with their friends. Reviews of behaviour management procedures have taken place and this means that all staff have a consistent approach to supporting children, who may have difficulties

in this area. Staff make appropriate checks to ensure children remain safe and are deployed well throughout the nursery. Staff provide a welcoming environment that is homely, stimulating and well cared for. Resources are appropriate for the various ages of children and are easily accessible to allow children to freely choose their own activities. Staff make careful preparation for children's moves to new groups within the nursery and when new children join or eventually leave to attend other settings, including school. This insightful and well planned approach means that children are confident and well-prepared for such changes at what is potentially a stressful time.

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

The proprietor and management team have effective procedures in place to constantly reflect on their practice and plan for future improvements that will enhance children's experiences over time. The management team have a good understanding of the learning and development requirements. Monitoring of the educational programmes and individual children's progress is effective and ensures that children make good progress in their learning and development from their starting points. Children requiring targeted support are quickly identified and appropriate developmental strategies are put in place to help children enhance their skills and learning. Staff have a good understanding of safeguarding procedures and are able to discuss how they would identify and report concerns they may have about children in their care. This is because the management team are clear about their responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Policies and procedures are in place to support their work, including risk assessments for all areas of the nursery and equipment that children may come into contact with. Staff make checks to the environment and where necessary, take precautions to minimise risk. This includes removing or replacing items that may cause harm. The inspection took place after a concern was raised about children's behaviour in the toddler room. At inspection it was found that the management team have carried out a thorough investigation and made a review of staff supervision of children and procedures for recording and reporting such incidents. In addition, a review of the strategies used to support children's behaviour needs has been made and all staff demonstrate a good understanding of how to implement this consistently.

Recruitment procedures are effective and ensure the most suitable candidates are selected for their roles. Induction procedures and background checks are carried out. The proprietor oversees all aspects of staff professional development and carries out appraisals and frequent discussions about staff performance. Staff attend training sessions to improve their qualifications, skills and knowledge and this means that children benefit from their enhanced knowledge. Partnerships with parents are strong. The management team and staff use daily discussions and meetings to share information and this means there is a coordinated approach to children's care and learning. Parents willingly share their positive views about the nursery and especially appreciate the maturity of staff and are amazed how quickly children settle and form attachments. Partnerships with schools,

outside agencies and professionals are good. As a result, children receive the support they need to make good progress in their overall development.

The Childcare Register

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

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 action. 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	256834
Local authority	Peterborough
Inspection number	932513
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	82
Name of provider	Valerie Gryś
Date of previous inspection	02/06/2011
Telephone number	01733 313391

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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, which are usually the childminder's 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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