

The Learning Tree Pre-School

Muxton Cp School, Marshbrook Way, Muxton, TELFORD, Shropshire, TF2 8SA

Inspection date

Previous inspection date

14/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Consistent teaching from knowledgeable staff results in children who make good progress in all areas of their learning and development, given their varying abilities and interests.
- Partnerships with parents, other agencies and professionals are well established and effective in offering early intervention where children may require additional support.
- There is strong and committed leadership and a drive for future improvement through careful evaluation of the provision, promoting children's progress.
- Safeguarding arrangements are rigorous and are fully understood by all staff in order to fully protect children.

It is not yet outstanding because

- Staff have not fully explored the use of non-verbal systems, such as signing or pictorial timetables, to support children particularly when spoken language is developing and emerging.
- There is scope to extend the opportunities for children to further develop their independence skills, for example, when preparing their own snacks and drinks.

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 and interaction between staff and children, undertaking a safety inspection of the provision, indoors and outside.
- The inspector spoke with staff and children at appropriate times during the inspection, accompanying the children on a visit to the local park.
- The inspector spoke with the owner/manager and conducted joint observations with her.
- The inspector took account of the views and comments from parents spoken to as part of the inspection.
- The inspector examined a range of documentation including risk assessments, records to assess staff suitability and qualifications, children's records, policies and procedures and children's developmental records.

Inspector

Patricia Webb

Full report

Information about the setting

The Learning Tree Pre-school was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose built premises in the grounds of Muxton Primary School in Telford and is privately owned and managed. The pre-school serves the local area and is accessible to all children. It operates from a main playroom with additional spaces available and there is an enclosed area available for outdoor play.

The pre-school employs four members of childcare staff including the owner/manager. Two members of staff hold early years qualifications at level 3 and two staff members are working towards appropriate qualifications.

The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 12.15pm to 3.15pm with wrap around cover offered over the lunch time period. Children attend for a variety of sessions. There are currently 39 children attending who are in the early years age group. The pre-school provides funded early education for three- and four-year-old children.

What the setting needs to do to improve further

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

- support children further in using a variety of non-verbal communication strategies, such as signing and pictorial timetables, where appropriate, enhancing the communication of children with emerging language skills
- enhance the further development of children's independence and self-help skills.

Inspection judgements

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

Children make good progress in the pre-school, supported by enthusiastic staff that have a good understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. They observe and assess children accurately, monitoring each child's progress through the informative developmental records and the daily communication books. This also fosters the partnerships between home and the setting as being instrumental in children's overall development. Staff use effective questioning and conversation techniques to encourage children to think, solve

problems and try new ideas for themselves. A child stacks small cubes on a tower and staff observe the level of concentration and how absorbed the child is in the activity. The problem of reaching the top of the tower is solved by the child, by kneeling on the chair and staff skilfully supervise without disturbing the child's engagement. Staff also encourage children to consider, for example, the varying effort they need when blowing the different sized windmills in the outdoor play area.

Children become aware of their environment as they undertake walks and visits, including regular trips to the host school. This supports them particularly as they become familiar with school premises and staff prior to starting full time education. They develop their imagination as they enjoy dressing up and role play, select their favourite stores and join in with staff as familiar phrases are repeated. This supports children's awareness of letters and sounds particularly when they notice and comment on their own name initial letter being the same as that of a visitor. Where children are observed as possibly benefiting from additional support, this is sought swiftly and in close consultation with parents to ensure they progress. Staff have not yet fully considered the use of non-verbal strategies, such as, pictorial timetables and sign language such as, Makaton, to further support children's communication, particularly where spoken language is delayed or emerging. Such practice also enables all children to gain valuable knowledge and skills for their future communication in the wider world.

Parents feel actively involved in their children's development and learning. They share detailed information about their child's character and abilities from the start of the placement. They appreciate the sessions being arranged to discuss children's progress in detail with the key person. They also share some of the learning and events from home as they describe the experiences of 'Buddy Bear' on his home visits.

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

Children are well prepared for the next steps in their learning as staff work closely with parents and carers. They are supported in their toileting and self-care skills to gain further independence as they get ready for moving on to other settings, including some innovative ways of donning coats correctly. They relate well to their key person and are emotionally secure. Settling-in routines are tailored to suit each individual child and their family as they learn to separate from their parents and carers and build firm friendships with the adults and their peers. Behaviour is managed sensitively by the staff, who offer praise and acknowledgement of children's efforts as well as their achievements. This fosters children's self-esteem and encourages a 'can do and try again' approach to learning by experience.

Children gain a sense of responsibility as they take on duties, such as handing out plates and cups for snack time. Staff currently prepare and serve most of the fruit and snacks and pour the drinks. There is scope to extend the opportunities for children to engage in such activity more for themselves, strengthening their independence further. Children's dietary needs are discussed with parents at the start of a placement and updated regularly to ensure their needs are adhered to.

Children become aware of their own safety and staff use every day opportunities to instruct and guide. A walk to the local park is used to remind children about road safety as they carry out the 'stop, look listen' routine diligently. They explain to visitors that cars can 'knock you over, so you've got to look'. Staff also instruct children about not approaching dogs and closing the gate on the play area at the park. Children enjoy the outdoor activity, testing out their confidence and physical skills as, for example, they tentatively approach the rope bridge. Great delight is experienced when children succeed and they beam with delight at their achievement and nerve.

Health and personal hygiene routines are well embedded into every day routines and children know the reasons why hand washing is important in keeping healthy. Accidents are managed effectively as most staff hold current first-aid qualifications and a suitably first-aid box is readily available, both for on site and any activities undertaken off site.

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

Staff have a very clear knowledge and understanding of their roles and responsibilities in safeguarding children. They attend regular training to strengthen their awareness of child protection issues and maintain confidentiality at all times. Parents are aware of the action that would be taken through the informative policies and procedures in place. Thorough risk assessments are carried out for all activities and occurrences for activities, both on and off the premises. Accident records are checked regularly and analysed to identify any potential areas or activities that may indicate a possible hazard. This results in children being safe and secure. The provider is fully aware of her role and responsibility in ensuring that staff recruitment and selection is rigorous. All staff undertake relevant checks including Disclosure and Barring Service checks, reassuring parents of staff suitability.

The provider is an experienced manager and has a clear understanding of the quality of teaching and learning that is evident in the setting. Staff are involved in monitoring and assessing the quality of the provision and the experiences on offer to promote children's learning, development, safety and welfare. Planning and assessment is monitored closely to ensure that children's progress is accurately plotted and shared with parents and carers. Parents are being further encouraged to offer information about what their children have done and learned at home, promoting their progress as a partnership between home, the setting and any other professionals which may be deemed necessary.

Self-evaluation is effective in identifying strengths in the provision and setting ambitious, but achievable targets for improvement. For example, there are plans to review the outdoor play area and expand the opportunities for children to access this space more spontaneously.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467465
Local authority	Telford & Wrekin
Inspection number	931619
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	39
Name of provider	Leah Bailey
Date of previous inspection	not applicable
Telephone number	01952 608660

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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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