

The Learning Tree Kindergarten & Nursery School

115 Thorpe Road, PETERBOROUGH, Cambridgeshire, PE3 6JQ

Inspection date	05/02/2014
Previous inspection date	16/08/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- Children's learning and development is well supported by competent staff, through accurate observation, assessment and planning. Engagement with parents in their children's learning is valued and supported. As a result, children make good progress in their learning and development.
- The setting has a supportive transition procedure and as a result, children are settled, show good behaviour and have positive relationships with their key person.
- Management talk knowledgeably about areas planned for development and the impact this will have on the quality of care for children. For example, less experienced staff are supported by those who are more experienced.

It is not yet good because

- Systems to keep the building secure are too dependent on the actions of individual adults and this is prone to human error.
- Planned activities for messy play do not allow children free access to these activities in the toddler room.
- On the day of inspection not all children were given the opportunity for outside play.
- Not all staff are as skilled in extending children's learning through effective questioning.

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 held a meeting with the manager and deputy and spoke with children, staff and parents at appropriate times throughout the inspection.
- The inspector and deputy manager took part in a joint observation.
- The inspector observed activities in all areas of the provision, including outside.
- The inspector looked at a range of paperwork including; children's learning records, planning documents, a range of policies, and staff recruitment records.

Inspector

Julia Sudbury

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 and 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. Children attend for a variety of sessions. The provision is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 92 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 supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The provision employs 17 members of childcare staff. Two hold Qualified Teacher Status, one also holds Early Years Professional Status. Three members of staff have early years degrees, eight are qualified to level 2 and 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure accurate risk assessments and robust procedures are put into place to prevent unauthorised access to the provision.

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

- support less skilled staff in extending children's learning through effective questioning, ensuring children have enough time to respond.
- plan more opportunities for all children to have free access to messy play, so they can follow their own interests.
- make improved use of the outdoor environment to provide an enhanced range of experiences for children.

Inspection judgements

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

Observation and assessment of children is accurate and is used effectively to plan for their next stage of development. As a result, children are making good progress towards the early learning goals. Children's starting points are collected through discussions with parents when they start and supplemented by the key persons own early observations. Ongoing daily discussions with parents and transition assessments ensure they are kept involved in their children's learning. All children are supported well across the seven areas of learning through planned activities that are engaging. Staff support children well and extend learning through good questioning and extension. For example, staff in the toddler room talk about the height of the tower children are building and encourage them to think if they want a 'big block or small block next'. However, some staff do not always use open questions to extend children's learning or give children time to respond. Children are well supported to keep trying, helping them to gain the skills and attitudes needed for their next stage of learning.

Staff position themselves naturally at the children's level and engage in discussion about what the children are doing. This helps children to feel safe, secure and valued. For example, in the baby room staff talk to children about what they see as they look out the window. Children have access to a wide range of books and most staff where observed appropriately engage in story time. Children with special educational needs or those with English as an additional language are correctly identified and effective systems put into place; for example, staff consistently use sign language and picture cards to support communication. As a result, children's language development is well supported across the provision and all children's abilities are valued.

Children's physical development is well supported in the provision. Younger children in the baby room are supported to acquire the skills for standing, while older ones are supported to negotiate obstacles as they move round the room. Pre-school children have a range of opportunities to develop fine motor skills through the use of peg boards, threading and cutting. In the toddler room children's attempts at early mark making are supported and valued. Children are learning to value themselves through activities that talk about their lives. In pre-school children learn about different homes and are encouraged to talk about who lives with them. Children eagerly respond, talking about siblings, pets and teddy bears. The provision's planning ensures that toddlers and babies have access to some form of messy play each day. However, the layout of the building means that this is not a spontaneous activity and this at times, means children are unable to follow their own interests.

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

All children are supported by a well-established key person system and children's behaviour show they feel secure in the setting. Older children confidently move about the setting helping themselves to resources, while babies crawl on to laps for cuddles. The

setting has strong transition procedures in place, both for children entering the setting and for those moving rooms. This ensures children are emotionally supported for their next stage of learning. Staff are good role models and provide clear, age appropriate expectations for behaviour. As a result, the setting has a calm feel and children's behaviour is strong and caring. For example pre-school children say 'please' when selecting their breakfast cereals, while children in the toddler room are observed handing back toys to other children.

Children are learning the importance of a healthy lifestyle and balanced diet through nutritious meals which are served in a separate dining room. They wash their hands before they eat and are reminded during the day of the importance of hand washing. Children pour their own drinks and even the very youngest are given the opportunity to practise feeding themselves. Older children competently put on boots before they go outside and are supported to learn the skill of zipping coats up through well planned activities. As a result, all children are learning age appropriate skills for self care. Children's physical development and understanding of risk is supported through planned activities and through sensitive, age appropriate support as they move through the building. For example, older children in the baby room practise walking up and down the stairs while supported closely by staff. The setting has a large garden with a wide range of resources which supports children's understanding of the need for physical exercise and fresh air. However, during the inspection only some children were given the opportunity to access outside play so they do not get the opportunity to access a full range of experiences.

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

Staff have a good understanding of how to safeguard children and are confident of the setting's policy. For example, they talk confidently about what they would do if they had any concerns about a child's well-being or encountered a stranger on site. Recruitment procedures are good and include background checks and induction processes. The inspection took place after a concern was raised about the collection of children and the security of the back door. At inspection, it was found that the setting has good procedures in place for the collection of children by others. These are well understood by both staff and parents and records show they are being effectively implemented. With regards to the security of the back door the management team have responded to the concern. Checks have been carried out on the door, a security code was in place and parents have been reminded of the importance of not letting others in. However, risk assessments of the back door are not sufficiently robust. This means that current arrangements for keeping the building secure are too dependent on the actions of individual adults and this is prone to human error. As a result, there is potential for unauthorised persons to enter the provision.

The management team have a good understanding of their responsibility to meet the learning and development requirements for all children. Monitoring of provision is effective, meaning all children make good progress relative to their starting points. Children who require further support are identified well and systems put in place to support them. The setting has a well qualified staff team and less experienced staff are

supported to gain qualifications that will develop their practice. Staff returning from maternity leave are well supported and brought up to speed on any changes. This ensure children receive care from knowledgeable and confident staff. The setting is reflective and takes into account feedback from parents and partner agencies when looking at areas they can develop. Staff's views are valued and areas for improvement often come from discussions and observation within the setting. The joint observation with the deputy correctly identified strengths and weaknesses in staff teaching abilities.

Partnerships with parents and other agencies are good. Parents talk strongly about the staff team and value the discussions about their children's learning. Progress checks at age two and room transition reports are completed with the involvement of parents. Many parents add that they have continued to use the setting despite moving further away. The provision engages with other agencies to support children with additional needs and has built links with the numerous schools that children move on to. As a result, children receive the support they need to progress in their next stage of learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises.(compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises.(compulsory part of the Childcare Register)

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	256834
Local authority	Peterborough
Inspection number	953071
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	42
Number of children on roll	92
Name of provider	Valerie Gryś
Date of previous inspection	16/08/2013
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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