

White Tree Pre-School

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

Inspection date	03/03/2014
Previous inspection date	25/09/2012

The quality and standards of the early years provision	This inspection:	2
	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		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

- There is strong partnership working with parents who are actively involved in their children's learning.
- Children are confident, settled and happy. They are familiar with routines and their independence is encouraged well to support their next steps in learning.
- Staff are vigilant about children's safety and complete thorough risk assessments of the premises to remove or minimise any potential hazards.
- The learning environment is well organised with a balance of experiences to promote children's learning effectively, overall.

It is not yet outstanding because

- There is limited space in the toilet facilities to enable staff to change children's nappies while maintaining their privacy.
- Staff do not fully develop children's large muscle skills in their physical play with challenging equipment.

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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing inside and outdoors and joined them on an outing to the library.
- The inspector observed staff's interactions with children.
- The inspector sampled a range of documentation including the complaints log, safeguarding procedures and children's learning journals.
- The inspector and a manager completed two joint observations.
- The inspector talked to children, staff, parents and the chair of the committee at convenient times during the inspection.

Inspector

Rachael Williams

Full report

Information about the setting

White Tree Pre-School registered in 1993 and is managed by a voluntary committee. It operates from two rooms on the first floor of Westbury Park Methodist Church, Bristol. It is also registered to use two rooms, toilet facilities and a hallway on the ground floor if required. Children have access to an outdoor play area with access via the fire escape steps.

White Tree Pre-School is registered on the Early Years Register. There are currently 38 children aged from two years to the end of the early years age range on roll. The pre-school provides funded free early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The pre-school is open each weekday during term time. On Tuesday, Wednesday and Friday it is open from 9.15am to 12.15pm, with a lunch club from 12.15 pm until 1 pm on Wednesday. It is open on Monday and Thursday from 9.15am to 3pm. The committee employ two managers with early years qualifications at level 3. They are supported by three qualified teachers, two qualified staff in early years at level 2 or above and one unqualified member of staff.

What the setting needs to do to improve further

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

- improve nappy changing arrangements further so that children's privacy is considered alongside their safety

- provide further opportunities to challenge and develop children's large muscle skills.

Inspection judgements

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

Parents are encouraged to be involved in their children's learning from the onset. Staff invite parents to presentation evenings so that they are familiar with the educational programme, such as the use of the letters and sounds scheme. Parents complete an 'all about me' form to help staff plan initial activities to entice children's learning. They continue to add contributions to their children's learning journals. Staff provide parents with ideas of things to do at home, such as the music activity bag. Parents add notes, such as how their child has enjoyed banging the coconuts together and pretending to be a horse. Staff complete detailed observations, both in English and children's home language, and track their progress accurately to identify learning priorities. Staff collaborate and plan an exciting range of experiences across the areas of learning, which challenge children's

learning incorporating their interests and next steps in learning.

The pre-school provides a fully inclusive environment. There is good support by competent staff for children with special educational needs and children learning English as an additional language. Staff support children to communicate well using familiar words and phrases in their home language, a visual timetable and signs to help children understand. At home-visits the key person helps parents and their children understand routines and experiences using photographs and translated text to enable children to feel settled on their initial visits.

Staff incorporate a broad range of experiences into their planning to help children learn about diversity, such as celebrating different festivals. In particular, their links with a nursery in Guyana has supported children to look at the similarities and differences between themselves and children going to school in Guyana. They explore other countries, for example following children's interests in lions, children use the interactive pen to find out where Africa is on the map and to look at the animals, people and places nearby. They listen to African music and use the drums and clonker board to tap out a beat and respond to their rhythm.

Children enjoy a good balance of experiences, overall. There are opportunities for children to play together in small groups, such as when they explore play dough. Staff talk to the children about what they are doing and extend their language by introducing new vocabulary and asking children questions. Children confidently use mathematical language in their play, such as counting how many sausages they have rolled and explaining that they will be 'cooked' and 'ready at six o'clock'. Children confidently access additional resources. For example, children choose dinosaurs to make prints in their dough and staff comment on the marks they have made. Children thoroughly enjoy exploring the shaving foam and using their senses well. Staff encourage children to describe what they feel and they use language effectively, such as 'it feels like ice cream' and 'my hands are tickly'. Children are encouraged to make marks and staff challenge them to write the initial letter of their name with their finger or other tools. Children make comments about the sound and letter, such as 'I've got the same letter as you'. Staff support children to understand about story structure. They use the puppet theatre to retell the story of Jack and the Beanstalk. They invite children to think about what might happen and respond to their ideas to encourage them to develop their imagination. Children are encouraged to solve problems such as, how to open the door on the castle without the Giant hearing. Children keenly participate in familiar phrases such as, 'Fe Fi Fo Fum' and copy the actions of chopping down the beanstalk.

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

Children are happy and settled. They enter the setting confidently and make choices about their play. Parents comment that the setting is 'warm and welcoming' and staff are 'friendly'. Enthusiastic staff take time to get to know the children, such as through home visits or flexible settling in arrangements. Children behave well and are familiar with routines. For example, when they arrive they know to hang their coat up on their peg and

to retrieve their name card to hang on the apple tree. Children have a good sense of belonging and participate enthusiastically in the hello and goodbye songs. Children thrive on responsibility and confidently count how many children are present.

Staff have given careful consideration to the well organised play space to encourage children to be independent in their choices. An abundant range of high quality toys and resources are easily accessible on trolleys and in low-level cupboards inside. There are regular opportunities for children to be outside and active, such as in the enclosed courtyard. However, resources do not always challenge children to explore open-ended resources and their large muscle skills, such as to climb and balance.

Children use language and actions well to describe their own needs. For example, children remove their jackets when they are hot exclaiming 'hot' and flapping their hands. Children make healthy choices at snack time. They serve themselves sliced apple and banana demonstrating good independent skills in readiness for their future learning. They pour their own drinks and are aware of the need to wash their hands before eating. Staff have good knowledge of children's special dietary needs and make sure alternatives are provided.. Snack time is a sociable occasion and children are encouraged to share their experiences whilst staff listen and ask questions appropriately to enhance children's language. Staff follow hygienic nappy changing arrangements engaging with children throughout. However, there is limited space in the toilet facilities and this means that on occasion children are overseen and staff do not maintain children's privacy fully.

Staff are vigilant and remind children how to play safely, such as asking children why it is not safe to run inside. Staff enable children to become aware of safety. For example, staff talk to the children about expectations before visiting the library and encourage them to give ideas of how to keep themselves safe. For example, children suggest 'walking on the pavement and staying off the road'. Children are aware of the need to wear high visibility vests and to hold hands with an adult to protect their well-being.

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

Safety is of paramount importance at the pre-school. The staff team have good knowledge of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and implement their policies and procedures effectively. Staff provide a safe and secure environment for children to explore where they are closely supervised by vigilant staff. Daily checks of the areas used by the children effectively support comprehensive risk assessments. Staff are quick to identify possible hazards and work cohesively with the church committee to improve safety, such as having smoke detectors installed. There is a strong focus on ensuring that staff are suitable to work directly with the children and that only those people checked as suitable have unsupervised access to the children. This includes ongoing suitability arrangements, such as regular supervisions and annual appraisals to monitor the effectiveness of staff and improve children's experiences at the pre-school. Staff receive regular safeguarding training. They have good knowledge of their role to report any concerns they have about

a child in their care. The manager and committee following any concerns raised by parents take prompt action.

Staff have good knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff plan a broad range of experiences to help children achieve well across the areas of learning. Planning and assessment arrangements are of a high standard and accurately reflect children's progress. They monitor these arrangements effectively to target support when needed.

There are strong partnerships with parents. Staff work cohesively with parents so that there is continuity between the pre-school and home, such as to manage behaviour with consistent practices. Parents value the regular communication with staff, in particular the time staff take to get to know the child. They regularly talk to parents and children about developing interests and their achievements at home. Parents feel involved in children's learning as staff ask them to contribute to topics and the letter of the week. Parents are actively involved and volunteer their time willingly, such as to be the mystery reader or to escort children on outings. There are strong links with the local school and other early years settings that children may attend. For example, staff obtain consent from parents to share information about children's next steps so that there is consistency when planning for their future learning. There is good partnership working with other professionals to support children's needs and help them make the best possible progress. Adults work collaboratively to enable accurate individual educational plans to be developed and consistent strategies are used.

The staff team work well together to evaluate the provision and use a recognised evaluation scheme, Bristol Standards, to identify areas of improvement. They currently have an action plan in place to improve the outdoor environment following the flood damage. They have completed an audit of the environment and have begun to add more stimulating resources, such as a sound wall and bench. They have made positive improvements, such as developing the play space to provide children with low-level storage so that they can make independent choices and introducing home visits. Parents are encouraged to complete a survey to gain feedback on the provision.

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	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	107107
Local authority	Bristol City
Inspection number	956864
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	26
Number of children on roll	38
Name of provider	White Tree Pre-School Committee
Date of previous inspection	25/09/2012
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, 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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Piccadilly Gate
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