

# The Learning Tree Pre-school

Calley Down Crescent, New Addington, Croydon, Surrey, CR0 0EG

## Inspection date

Previous inspection date

21 January 2015

19 September 2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable. Not all staff extend on what children say and do during activities. As a result, children are not always totally interested and engaged in their learning.
- Staff do not always promote children's independence fully. For example, not all older children are encouraged to do their coats up by themselves before going outdoors. This does not support them to gain skills they will need as they move on to school.
- Support for children to learn to behave is inconsistent as children are not receiving clear messages of what is expected of them. They need constant reminders, for example to use 'walking feet' in the classroom to keep themselves safe from harm.
- Staff deployment is not always effective. For example, when children wait to join a cooking activity, other staff do not support them to choose another activity while they wait. As a result, the cooking activity is interrupted and children do not learn effectively.

### It has the following strengths

- The manager has a realistic awareness of the areas that need improvement and is beginning to take action to address these.
- Effective risk assessment procedures ensure that children are safe in the use of equipment and the environment.

## What the setting needs to do to improve further

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

- monitor the quality of teaching more closely to address inconsistencies in the support to extend children's learning during play and to promote their independence
- improve staff knowledge and understanding of how to support children's behaviour so children clearly understand what is expected of them
- improve the effectiveness of staff deployment so children are always well-supported and learn effectively during planned group activities.

### Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities.
- The inspector interviewed the manager, staff and parents to take into account their views.
- The inspector viewed a sample of documents including risk assessments, self-evaluation and procedures for the administration of medication.
- The inspector conducted a joint observation with the manager.
- The inspector tracked children and viewed children's records.

### Inspector

Geetha Ramesh

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff plan activities across all areas of learning based on a suitable assessment of children's individual needs. However, the quality of teaching is variable. As a result, children do not all focus well during activities and not consistently make good progress. Staff use common words in children's home languages to support those learning English as an additional language. This means that all children and their families feel welcome. There is effective liaison with parents and outside agencies. Therefore, children with additional needs are well supported. Some staff use sign language and gestures to support children's communication and language development. Older children are introduced to letter sounds and are encouraged to learn to write their names in preparation for moving to school. However, staff do not always promote children's independence. For example, at lunchtime, when children take their rubbish to the bin, staff take over and do it for them. As a result, children are not developing all of the skills necessary for the next stages in their learning.

### **The contribution of the early years provision to the well-being of children requires improvement**

Children settle in well. Parents say that their children enjoy attending and state that staff are caring and helpful. Children are forming trusting relationships with the staff. Some staff stop children from running in the classroom by reminding them to use their 'walking feet' but this is not always prompt and consistent. Therefore, children need frequent reminders to keep themselves safe from harm. The staff team do not always work well together to supervise and implement activities. As a result, some planned group activities are interrupted and children are not supported to learn effectively from the activity. Children make healthy choices with regard to food as staff provide them with a choice of healthy fruits. Staff liaise well with parents to ensure children bring healthy lunches.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Children are safe from harm as staff understand child protection procedures. Regular risk assessment ensures that children are safe while using the equipment and the premises. All staff are suitable to work with children. The manager has done a careful analysis of the achievements of different groups of children. Therefore, she has clearly identified areas that need improvement. She also has appropriate plans to support staff in their professional development. However, due to changes in staffing, these plans have not been implemented effectively and there is inconsistency in the quality of teaching and care. There are effective partnerships between staff, parents and outside agencies. Staff liaise well with local schools and attend meetings with the school staff to transfer information about the child. This promotes children having continuity in their learning.

## Setting details

<b>Unique reference number</b>	EY224261
<b>Local authority</b>	Croydon
<b>Inspection number</b>	986257
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	48
<b>Name of provider</b>	The Learning Tree Pre-school Committee
<b>Date of previous inspection</b>	19 September 2008
<b>Telephone number</b>	01689 800 780

The Learning Tree Pre-school registered in 2002. It is located within a single-storey annex of Rowdown Primary School, and is one of three Learning Tree Pre-schools within the New Addington area of the London Borough of Croydon. The pre-school is committee run and has charitable status. The provision is open five days a week during term time only. Sessions are from 8.45am until 11.15pm in the morning and 12.15pm until 2.45pm in the afternoon. Children can also attend the lunch club from 11.15-am to 12.15-pm. The pre-school offers wrap-around care, including a collection and drop-off service, for children attending the nursery at Rowdown School. There are 10 staff who work with the children, of whom eight hold a relevant early years qualification.

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