

Learning Tree Pre-School

Rodbourne Cheney Cp School, Broadway, SWINDON, SN25 3BN



Inspection date

30 April 2015

Previous inspection date

27 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- The staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They hold relevant qualifications, which have a good impact on children's learning experiences. Therefore, they plan enjoyable experiences that help children make good progress.
- Good partnerships with parents mean that they are well informed about their children's developmental progress and well-being. This ensures a consistent approach to children's learning and care.
- The provider has a positive approach to developing the quality of the provision. Staff regularly update their knowledge and skills through training and sharing ideas for good practice. This helps them improve experiences for children.
- Staff provide a safe and secure play environment. They understand the safeguarding policy and the steps to follow should they have a concern about a child.
- The staff have made improvements since the last inspection. They have built on children's awareness of the wider environment through greater involvement in the local community. For example, children now go on outings to the local shops and the library.

It is not yet outstanding because:

- Staff do not maximise opportunities for children to develop skills in reading and writing.
- The organisation of group times does not maximise opportunities for children to contribute fully.

What the setting needs to do to improve further

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

- further develop support for children to learn about reading and writing through modelling writing and encouraging children to look at books independently
- review the organisation of group times so that all children are given the best possible opportunity to contribute.

Inspection activities

- The inspector observed children's play and the staff's interaction during activities.
- The inspector conducted a joint observation of an activity with the manager.
- The inspector looked at documentation, including a sample of children's assessment records, planning, staff suitability records and the provider's self-evaluation.
- The inspector talked to parents, the manager and members of staff.

Inspector

Karen Prager

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Teaching is good because the staff provide children with a broad range of stimulating experiences that challenge their learning. This prepares children well for school. Staff seek information from parents about children's development and interests before children start to attend, to give all children the best start in their learning. Staff monitor and assess the children's development and share what they need to learn next with their colleagues and parents. Staff plan activities based on children's interests, such as what they like to eat. This means that children are keen to participate. The group times provide valuable opportunities for children to learn skills for the future, such as listening carefully to instructions. However, children do not always have the opportunity to contribute, which does not maximise children's learning. Staff provide an environment that is rich in print and they regularly read books to the children. However, they do not maximise opportunities to show children how to write, and few children look at books independently.

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

Children are happy to attend and quickly settle for their registration. Staff know the children well. This helps them to provide the right level of support to children who are new to the pre-school. Children develop their personal skills well. For example, they help to tidy away the toys and learn about what they need to wear when they go outside in different weathers. The pre-school premises are arranged so that children can easily choose what they want to play with from a wide range of resources. Staff support children to learn about healthy lifestyles. Staff teach children about healthy eating and children enjoy the varied snacks provided by the pre-school. Children learn about keeping safe when they balance carefully on the equipment in the garden. They practise using a zebra crossing so they learn how to keep safe when they go on local visits. These activities promote their physical well-being.

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

The manager and staff have a good understanding of the safeguarding and welfare requirements. All staff are well informed about safeguarding procedures. Regular supervision and an established programme of professional development are in place to ensure staff have opportunities to discuss their personal goals. For instance, training has helped staff successfully extend communication with parents through the use of a daily communication book. All staff contribute to the planning of activities, based on children's needs through monitoring of progress, and these are monitored by the manager. Staff have useful links with other local providers and professionals and they share knowledge to develop the quality of provision. Parents say that their children are keen to attend the pre-school and have developed greater confidence and speaking skills since attending.

Setting details

Unique reference number	EY428712
Local authority	Swindon
Inspection number	823439
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	80
Name of provider	Elaine Mary Tucker
Date of previous inspection	27 September 2011
Telephone number	07876 735206

Learning Tree Pre-School originally registered in 2005 and re-registered in 2011 in its current premises, within the grounds of Rodbourne Cheney Primary School, Swindon. It is privately owned. The pre-school opens five days per week, during term time only. Sessions run from 9am to 11.45am, and 12.30pm to 3.30pm, each day. The pre-school provides funded early education for two, three and four-year-olds. The owner and eight staff work in the pre-school. The owner also works in the pre-school as the manager. All staff are qualified to level 3.

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