

The Learning Tree Children's Nursery and Pre-School



C/O Halsall CofE Primary School, New Street, Halsall, Nr Ormskirk, West Lancashire,
L39 8RR

Inspection date	4 June 2015
Previous inspection date	20 April 2012

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The quality of teaching across the setting is outstanding. Staff interact with children excellently, which contributes to children being highly motivated and fully engaged in their play and learning. Consequently, children make significant progress from their starting points and are very well prepared for school.
- The inspirational and highly motivated manager and staff continually reflect on and review all areas of the provision and practice. They drive improvements forward in the pursuit of excellence, enhancing the extremely good outcomes for children even further.
- Children are extremely happy, interested and self-assured in the stimulating and welcoming setting. They have strong attachments to the staff who are very caring and attentive to their individual needs. This means children are able to explore the environment with confidence and are emotionally secure.
- All children behave exceptionally well, given their starting points and levels of understanding. Children begin to understand sharing as staff use excellent methods to manage their behaviour and apply rules and boundaries consistently and sensitively.
- Well-qualified and knowledgeable staff complete rigorous assessments, and planning is sharply focused on every child's needs.
- Partnerships with parents, carers, other agencies and Reception teachers are excellent. Parents are highly involved in their child's learning and care. The effective exchange of information ensures that children's individual needs are quickly identified and exceptionally well met.

What the setting needs to do to improve further

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

- enhance children's learning further by providing more non-fiction and reference books.

Inspection activities

- The inspector observed activities in the two playrooms and the outdoor learning environment.
- The inspector carried out a joint observation with the manager, held discussions with staff and spoke with children at appropriate times during the inspection.
- The inspector looked at children's development records, planning documentation, the nursery's development plan, evidence of the suitability of staff working in the nursery and a range of other records, including policies and procedures.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Jeanette Brookfield

Inspection findings

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

Staff have an excellent knowledge of how children learn and provide an outstanding range of learning opportunities. They consistently encourage children so that they become confident, want to do well and persevere. For example, children become absorbed in role play, dressing and caring for their toy babies and pretending to be doctors in the home corner. Children are provided with a very rich range of activities, which promote their communication and literacy skills. They enjoy saying rhymes and repeating well-known phrases from their favourite stories. Focused sessions using letter sounds extend children's understanding. Self-registration name cards provide children with regular opportunities to practise recognising their name, and children copy from them when they are learning to write. Children with special educational needs and/or disabilities are exceptionally well supported by staff who have an expert understanding of their individual needs. This results in children being extremely well prepared for their next stage in learning.

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

Children are exceptionally settled and display high levels of self-esteem. Children form warm and trusting relationships with all staff and readily seek them out for comfort when needed. Staff follow excellent practices and procedures to support children's health. This supports their emotional and physical well-being successfully. Children develop independence skills as they choose their snacks and successfully pour their own drinks. Staff encourage discussion about foods that are healthy and those that are not. Children enjoy daily outdoor play and benefit from regular fresh air and exercise. Consequently, children are developing a very secure understanding of the importance of healthy lifestyles.

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

The manager demonstrates an excellent understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. The educational programme is very closely monitored by the manager, which ensures that activities are always stimulating and children make excellent progress. There is a rigorous programme of staff supervision and performance monitoring by the manager. Therefore, the experienced staff consistently practice at an outstanding level. In addition, specifically targeted staff training means that practice continually improves, ensuring children's learning experiences are of an exceptionally high quality. Excellent safeguarding procedures are implemented by the staff who place the utmost importance on ensuring children are extremely safe and secure at all times. Self-evaluation is accurate, precise and very thorough. The manager recognises that pre-school children would benefit from access to more non-fiction books. The views of all children and parents are carefully recorded to provide an inclusive action programme to further improve the already exceptional provision.

Setting details

Unique reference number	EY407630
Local authority	Lancashire
Inspection number	874207
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	40
Name of provider	The Learning Tree Children's Nursery And Pre-School Limited
Date of previous inspection	20 April 2012
Telephone number	01704841830

The Learning Tree Children's Nursery and Pre-School was registered in 2010. The pre-school room is open each weekday from 9am to 3.30pm, term-time only. The Smiley Faces Nursery is open every morning from 9am until 1pm, term-time only. It employs seven members of childcare staff. All staff hold appropriate early years qualifications ranging from level 3 to level 6. The nursery provides funded early education for two-, three- and four-year-old children and supports children with special educational needs and/or disabilities.

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