

# The Learning Tree Kindergarten & Nursery School



115 Thorpe Road, Peterborough, Cambridgeshire, PE3 6JQ

<b>Inspection date</b>	15 June 2015
Previous inspection date	5 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The management team have worked very effectively since the previous inspection to raise the overall quality of the nursery. They consistently reflect on practice and work with staff to identify areas that can be developed even further.
- Staff assess children's learning regularly and use the information gathered to plan a wide range of activities that are linked to their interests and next steps in learning.
- The quality of teaching is consistently good and children are engaged in learning. Appropriate support is given to children who speak English as an additional language and for children with special educational needs and/or disabilities. This means that all children make good progress and they are well prepared for school.
- Children make close attachments with staff and develop relationships with their peers. This has a positive effect on children's emotional well-being.
- Children are kept safe because staff give a high priority to safeguarding children.
- Staff have developed positive partnerships with parents. This enables them to work together closely to support children in their learning and development.

### It is not yet outstanding because:

- Children's ability to initiate their own play is limited.
- The organisation of routines occasionally takes too much time away from children's free play.

## What the setting needs to do to improve further

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

- refine the routines of the day to minimise the disruption to children's play
- provide children with more opportunities to make their own play choices, particularly in the pre-school room.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed activities in the all the main playrooms and the outdoors.
- The inspector checked policies and evidence of the suitability of staff, their qualifications, assessment records, self-evaluation and planning documents.
- The inspector held discussions with staff, parents and children at appropriate times throughout the inspection.
- The inspector held a meeting with the manager/provider.
- The inspector conducted joint observations with the provider and deputy manager.

### Inspector

Ben Hartley

## Inspection findings

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

Staff have a clear understanding of how to promote children's learning and development. They plan a wide range of activities and experiences that help children acquire key skills. Staff communicate very well with children and use specific vocabulary to extend their language development. This enables children to use complex words in their play. For example, children are learning about dinosaurs and use words, such as herbivore and carnivore, to describe the type of dinosaur they are playing with. Staff use resources and the environment effectively to provide children with a wide range of experiences and activities. The outdoor area is planned particularly well to provide children with opportunities to lead their own play choices. However, the organisation of the pre-school room is not as well planned and children do not always have the chance to initiate their own play. Staff follow children's interests and build on this to support their learning. Children find a caterpillar in the outdoor area and staff question them, providing them with ideas about the materials they might need to find to create a 'home' for the creature.

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

The nursery has developed good partnerships with parents and work closely with them to meet children's individual care needs and support their learning. Children's care routines, such as nappy changing and sleep times, are generally well organised. However, on some occasions, the routine of the day disrupts children's play. Children are provided with healthy snacks and encouraged to eat independently where possible. Staff supervise children well to support their play and ensure their safety. Staff allow children to take manageable risks within their play and enable them to learn how to use real tools and equipment. The nursery uses a woodwork specialist, supporting children to make various resources for the outdoor area using saws and other equipment in a safe manner. The nursery also has a dance teacher who links activities to other areas of the curriculum, such as familiar stories.

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

The management team understands the legal requirements of the Early Years Foundation Stage and implements them to a high standard. Staff constantly reflect on the quality of their own practice and identify areas that can be improved even further. This has led to significant improvements in the outdoor area and the entry into the building. The staff team are very highly qualified and continue to improve their qualifications further. This has a positive impact on the overall quality of practice. Robust checks are undertaken when recruiting new staff. This ensures that only suitable adults have direct access to the children. Staff have developed positive partnerships with external agencies and schools. This enables them to provide good support for children with special educational needs and/or disabilities and helps prepare them emotionally for school.

## Setting details

<b>Unique reference number</b>	256834
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1010684
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Valerie Gryś
<b>Date of previous inspection</b>	5 February 2014
<b>Telephone number</b>	01733 313391

The Learning Tree Kindergarten & Nursery School was registered in 1990. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above. Two members of staff hold Qualified Teacher Status and one holds Early Years Professional status, and three members of staff hold a degree in early years education. The nursery opens from Monday to Friday all year round, except for bank holidays and Christmas Eve. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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