

# Yew Tree Pre-School

Yew Tree Community School, Alcester Street, Chadderton, Oldham, OL9 8LE



<b>Inspection date</b>	14 October 2015
Previous inspection date	18 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Staff provide children with a good balance of adult-led and child-initiated activities. The quality of staff interaction and teaching is good, and in some instances outstanding, which keeps children interested and motivated to learn.
- The key-person system is well established and effective. Children develop close relationships with staff, which means that they develop high levels of confidence and a strong sense of emotional security.
- Staff complete detailed observations of children and use this information effectively to find out what children can do. This enables staff to plan purposeful, challenging activities to help children move on to the next stage in their learning.
- Partnerships with parents are well established and effective. Regular exchange of information about children's achievements and parents' positive contributions to children's assessments ensure children's learning is well supported at home.
- A key strength of the pre-school is the commitment of the managers and staff team to improve practice. Staff have worked extremely hard since the last inspection to improve learning outcomes for children and have enhanced many aspects of their practice.

### It is not yet outstanding because:

- Staff do not always make the most of opportunities to teach children about patterns and to compare size, length and weight to help extend their mathematical development.
- There are fewer opportunities for staff to reflect on their practice and share their ideas with each other, in order to further enhance the monitoring process.

## What the setting needs to do to improve further

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

- provide further opportunities for children to explore patterns and compare size, quantity and weight to enhance their mathematical knowledge and understanding
- enhance the already good arrangements for monitoring practice so that staff can learn from each other and improve their practice further, through honest and critical reflection.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector talked to key persons, staff and children throughout the inspection.
- The inspector held a meeting with the pre-school manager. She looked at relevant documentation, such as a sample of policies and procedures, self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector took account of the views of a small selection of parents spoken to on the day of the inspection and from parents' written feedback questionnaires obtained by staff.

### Inspector

Julie S Kelly

## Inspection findings

### Effectiveness of the leadership and management is good

The manager is well qualified and experienced. This has a positive impact on the overall effectiveness of the pre-school. The manager effectively monitors the progress of all children who attend, including different groups of children. Consequently, children are encouraged to make the best possible progress and the achievement gap is narrowing. Furthermore, some children are achieving beyond expected levels of development for their age. Arrangements for safeguarding are effective. Rigorous recruitment procedures ensure that staff are safe and suitable to work with children. Self-evaluation is effective and includes the views of staff, parents and children.

### Quality of teaching, learning and assessment is good

Staff have a very good knowledge of child development and the learning needs of the children they care for. They skilfully plan activities that capture children's interests and promote learning through play. Children have a wonderful time as they go on a bear hunt. They enthusiastically stamp through mud, splash in water and squeal with excitement when they find the bear. Staff meticulously track individual children's progress so that they can quickly identify any gaps in their learning and seek appropriate support, if necessary. Staff place a high priority on helping children to develop their communication and language skills. Focused activities and staff training in this area of learning have had a significantly positive impact on the improvement of children's speech and language development. Children learn to link sounds and letters and recognise their name and familiar words. This helps children acquire the skills they need in readiness for school. Children demonstrate their knowledge as they recognise whether the cafe sign says 'open' or 'closed'. Staff successfully support children with disabilities and special educational needs and those who speak English as an additional language. This is through close partnership working with parents and external professionals.

### Personal development, behaviour and welfare are good

Children are happy and well settled in the pre-school. They confidently explore the environment and make independent choices about what they want to do. Staff are good role models and provide clear and consistent boundaries to teach children right from wrong. Children learn to respect each other, behave appropriately and work together in harmony. Staff are sensitive and caring and ensure that children's physical and emotional needs are consistently met to promote their self-esteem and welfare.

### Outcomes for children are good

All children make consistently good progress, including children whose starting points are below expected levels of development. Children select resources independently and learn to plan and initiate their own learning as they explore the good quality resources and activities provided. Staff give priority to the safety of children and effectively support their growing understanding of how to keep themselves safe and healthy.

## Setting details

<b>Unique reference number</b>	301112
<b>Local authority</b>	Oldham
<b>Inspection number</b>	864686
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	39
<b>Name of provider</b>	Yew Tree Pre-School Committee
<b>Date of previous inspection</b>	18 November 2011
<b>Telephone number</b>	0161 3457337

Yew Tree Pre-school has been operating since 1999 within Yew Tree Community School in Chadderton, Oldham. It is open from Monday to Friday, from 9am until 3.30pm, term time only. The pre-school supports disabled children and children with special educational needs and children who speak English as an additional language. It employs seven members of staff who work directly with the children. There are five members of staff who hold an appropriate early years qualification at level 3 and two members of staff hold an appropriate early years qualification at level 2.

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