

The Learning Tree Pre-school



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

Inspection date	7 January 2016
Previous inspection date	21 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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 a good range of toys and resources to interest and challenge children's learning. Children are motivated to learn, and enthusiastically engage in their play.
- Staff observe and monitor children's progress effectively. They work closely with parents to identify children's next steps in learning to promote their good progress.
- The staff team works well together and staff are positive role models to children. They provide children with a welcoming and nurturing environment. Children learn to value and respect each other and build positive relationships.
- Children learn about healthy lifestyles. For example, they have regular opportunities for fresh air and make healthy snack choices. Staff promote children's understanding of healthy eating, such as through discussions.
- Children learn to take risks in a safe environment. For example, staff teach children to use scissors correctly and remind them to walk indoors.
- The manager has clear recruitment and induction processes to ensure the suitability of all staff.

It is not yet outstanding because:

- Staff do not always use opportunities during play to further extend children's mathematical learning.
- Staff do not always provide resources and experiences to extend children's understanding of technology.

What the setting needs to do to improve further

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

- strengthen ways to teach children about mathematics to extend their learning further
- provide more opportunities for children to explore technology and its uses to further extend their learning.

Inspection activities

- The inspector observed children and staff interacting together indoors and outdoors.
- The inspector held a meeting with the manager, and spoke to the staff team.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to children and parents to gain their feedback.
- The inspector looked at a sample of policies, procedures and children's progress records.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The manager is committed to providing a good quality service for children and families. She ensures that the well-qualified staff team receives ongoing training and support to develop their skills further. Staff and parents contribute to the evaluation of the pre-school, and all previous actions and recommendations have been met. For example, staff have increased their knowledge of managing behaviour, and children are confident about the rules of the pre-school. Safeguarding is effective. Staff have updated their knowledge and have a good understanding of their safeguarding role. They know the process to follow if they have concerns about the welfare of children or families.

Quality of teaching, learning and assessment is good

Children take part in a good range of learning experiences and interesting activities. For example, they choose from various materials in the craft area, and explore paint, dough and sand. Staff have a good knowledge of how children learn and support them well to extend their learning. For example, they show children how to make patterns and letters in the sand and write shopping lists during role play. Staff ensure children are all fully involved and engaged during large group times, such as when they sit together for stories and singing. For example, when reading books staff leave out words for children to say, they ask questions, and use different voices to capture children's interest. Children with additional needs are given extra help, for example, staff use pictures to support communication.

Personal development, behaviour and welfare are good

Staff give a high priority to children's well-being and respond effectively to help them to settle. For example, they find out about children's backgrounds and interests and provide their favourite toys. Staff build close relationships with other professionals to promote positive outcomes for children. For example, they have strong links with other settings that children attend and meet with other professionals to share good practice. Staff promote good hygiene and encourage children to manage their own personal needs independently. For example, they give clear instructions to children about hand washing and talk about the need to wear coats and boots when playing outdoors.

Outcomes for children are good

All children make good progress in their learning in relation to their starting points. They learn key skills, such as independence and confidence, and are ready for the next stage in their learning.

Setting details

Unique reference number	EY224261
Local authority	Croydon
Inspection number	1034714
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	35
Number of children on roll	42
Name of provider	The Learning Tree Pre-school Committee
Date of previous inspection	21 January 2015
Telephone number	01689 800 780

The Learning Tree Pre-school registered in 2002. It is located in New Addington in the London Borough of Croydon. The pre-school is open from 8.45am to 2.45pm, Monday to Friday, term time only. There are morning and afternoon sessions with a lunch club in between. There are 10 members of staff who work with the children, nine of whom hold a relevant early years qualification. The pre-school receives funding to provide free early education for children aged two, three and four years.

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