

# Learning Tree Childcare Centre



Preston College, Fulwood Campus, Fulwood, PRESTON, PR2 8UR

<b>Inspection date</b>	23 March 2016
Previous inspection date	21 December 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

## Summary of key findings for parents

### This provision is inadequate

- Managers do not have a clear understanding of their roles and responsibilities with regard to the requirements of the Early Years Foundation Stage. This has a significant impact on children's well-being and learning and development.
- Staff do not have an up-to-date knowledge of safeguarding issues. Not all staff can identify signs of possible abuse and neglect at the earliest opportunity or have a clear understanding of how to respond in a timely and appropriate way.
- Risk assessments are not robust. Children are exposed to risk because staff do not identify and make safe aspects of the environment that are dangerous.
- Assessments are not robust. Practitioners do not recognise children's progress or understand their needs. They do not effectively plan activities and support to shape children's learning experiences, so they make good progress from their starting points.
- Managers do not ensure that a written record of complaints and their outcome are maintained and available on request.
- Staff do not receive effective supervision, training and coaching to help improve their performance and outcomes for children.

### It has the following strengths

- The key-person system works well. Staff are skilled and sensitive in helping children form secure emotional attachments. Children's personal care needs are well met and their confidence and emotional well-being are effectively supported.
- Children are happy and relaxed. They elect from the wide selection of toys and resources and direct their own play.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure that managers have a clear understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage</li> </ul>	10/04/2016
<ul style="list-style-type: none"> <li>■ ensure that all staff have an up-to-date knowledge of safeguarding procedures to enable them to identify signs of possible abuse and neglect and to respond in a timely and appropriate way to protect children</li> </ul>	10/04/2016
<ul style="list-style-type: none"> <li>■ ensure that children are not exposed to risks and promptly identify and remove all hazards</li> </ul>	10/04/2016
<ul style="list-style-type: none"> <li>■ ensure that assessments are sufficiently rigorous to identify children's progress from their starting points, so that staff understand children's needs and can plan activities to shape their learning</li> </ul>	18/05/2016
<ul style="list-style-type: none"> <li>■ ensure a written record of all complaints and their outcomes are maintained and available to Ofsted on request</li> </ul>	10/04/2016
<ul style="list-style-type: none"> <li>■ provide effective support, supervision and training to improve staff's teaching skills and performance, so they deliver quality learning experiences for children.</li> </ul>	10/04/2016

## **Inspection activities**

- This inspection was completed following the risk assessment process carried out by Ofsted.
- 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 nursery managers.
- The inspector looked at children's assessment records, planning documentation and the nursery's written documentation.
- The inspector held meetings with the nursery managers and the nominated person. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### **Inspector**

Jacqueline Midgley

## Inspection findings

### **Effectiveness of the leadership and management is inadequate**

Arrangements for safeguarding are ineffective. The provider has failed to ensure all staff have a clear understanding of safeguarding issues. Not all staff can identify signs of possible abuse and neglect at the earliest opportunity or have a clear understanding of how to respond in a timely and appropriate way. Risk assessments are not robust. Children are exposed to risk because they are not protected from identified hazards in the environment. For example, managers identify the danger to children of broken outdoor furniture with jagged edges and protruding sharp rusty screws and staples. However, children continue to play with and around such equipment for a number of days. As a result, children's safety is compromised. Managers do not ensure that records of children's assessments are accurate and clear. As a result, some staff are confused about assessment records and unclear regarding children's progress. Managers have effective systems in place to ensure that the required staff to child ratios are met. Systems for checking and reviewing what is working and what needs improvement are not yet rigorous. Managers do not have a clear understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Records of all complaints and their outcomes are not always maintained and available. Effective recruitment and vetting procedures are established, including checks to ensure staff continue to be suitable to work with children. Managers engage in regular professional supervision of staff. However, this is not yet effective enough to identify gaps in their knowledge and understanding of the safeguarding and welfare requirements. Parents speak highly of the care provided to their children. Effective strategies are used to communicate information with parents. This contributes to a shared approach to children's care, learning and development.

### **Quality of teaching, learning and assessment is inadequate**

Although most staff hold relevant childcare qualifications, the quality of children's learning experiences is variable. Records, such as children's assessments, are unclear and not always accurate. As a result, staff do not always understand them or use them effectively to shape children's learning experiences. Children enjoy themselves as they engage in pairing games with staff to support their understanding of shapes. However, not all children's learning and development are fully supported as previous assessments have incorrectly identified their capabilities. The learning environment is well equipped and resourced to support children's learning. For example, they enjoy role play throughout the setting and there are plenty of opportunities for creative and early writing activities.

### **Personal development, behaviour and welfare are inadequate**

Children's welfare is compromised. Managers have failed to ensure the environment is always safe and that all staff have a good understanding of safeguarding procedures. Staff are good role models for behaviour. For example, staff remind children to say please and thank you and encourage them to take turns and share toys. Staff provide children with healthy and nutritious meals and snacks. They help children learn about the components of a healthy lifestyle. Children's independence, good behaviour and social skills are appropriately supported. Relevant information is obtained from parents to ensure staff are

aware of children's changing health and medical needs. Overall, staff engage in effective care practices that support children's confidence, physical and emotional well-being.

### **Outcomes for children are inadequate**

The progress made by children is inconsistent. Staff are not always clear about children's progress or their capabilities. There is confusion regarding some children's progress from their starting points. As a result, it is unclear if all children are well prepared for the next stage in their learning, including the move to school.

## Setting details

<b>Unique reference number</b>	309853
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1042484
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	106
<b>Number of children on roll</b>	122
<b>Name of provider</b>	Preston College Governing Body
<b>Date of previous inspection</b>	21 December 2011
<b>Telephone number</b>	01772 225 550

Learning Tree Childcare Centre was registered in 2000. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 2 and level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery also provides before- and after-school childcare for school aged children. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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