

# The Learning Tree Pre-School



Wolsey Infant School, King Henry's Drive, New Addington, CR0 0PA

<b>Inspection date</b>	15 November 2017
Previous inspection date	26 September 2014

<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

- The manager builds strong partnerships with parents and other professionals to help identify and support children who have special educational needs (SEN). They share expertise with local speech therapists and implement effective strategies to support children with language delay. All children make good progress from their starting points, regardless of their individual circumstances.
- Staff respond well to children's ideas and adapt activities effectively. For example, when a child asks to write their name, staff encourage a bigger group of children to join in and 'have a go'. With staff support, children excitedly say the letters in their name, practise their sounds and begin to form recognisable letters.
- Caring staff show a genuine interest in the children's lives and build trusting bonds with them. Children are happy, secure and develop positive social skills and early friendships. They behave well and respond positively to the consistent and gentle reminders of staff.
- The manager monitors the progress that all children make closely, including specific groups, such as boys, girls and funded children. She spots any potential gaps in learning quickly and identifies areas for further support and improvement to the pre-school.

**It is not yet outstanding because:**

- At times, staff miss some opportunities to offer further challenge to older children during their play and activities to support rapid progress.
- Staff do not always support quieter children to consistently engage in their play and learning to the highest levels.

## What the setting needs to do to improve further

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

- help staff have the highest expectations of what children can achieve and offer them even more challenge to support rapid progress
- offer further support and encouragement for quieter children and support them to engage fully in their play and learning at all times.

### Inspection activities

- The inspector observed teaching practices and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the pre-school's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

### Inspector

Ben Parsons

## Inspection findings

### Effectiveness of the leadership and management is good

The enthusiastic manager leads her hard-working and well-qualified staff successfully and supports their continued professional development effectively. She regularly observes staff practice, identifying relevant further training and offering guidance, such as through individual and team support meetings. After recent training, staff have improved their understanding of how two-year-old children learn and how to support their behaviour sensitively. The manager works closely with staff, children and parents to evaluate the pre-school and uses detailed improvement plans to help her enhance children's experiences. They have recently improved parent partnerships further. For example, staff have created exciting 'home learning' activity packs for parents to complete with their children to support further learning at home. Safeguarding is effective. The manager and staff are well trained and have a thorough and up-to-date knowledge of child protection concerns and the actions to take. They confidently discuss wider safeguarding issues.

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

Staff observe children's learning closely and accurately assess their development. They provide a stimulating environment that helps to motivate and engage children in their learning. For example, children enjoy exploring a very well-resourced construction-site role-play area. As they carefully build tall towers with foam bricks, staff encourage children to measure them, compare sizes and recognise numbers on the measuring tape. Staff give children plenty of enjoyable opportunities to explore sensory and creative activities. For example, children show good curiosity as they explore shaving foam, create models and mould dough. Staff encourage children to describe their creations, which they do proudly, such as when making a 'pink panda' out of painted cardboard.

### Personal development, behaviour and welfare are good

Staff support children's healthy lifestyles particularly well. For example, they invite trained sports teachers into the pre-school to run exciting sports and dance sessions. Children also have continuous access to the spacious and stimulating outdoor area. They skilfully complete challenging obstacle courses and manage risks safely, such as when carefully riding scooters down ramps. Staff talk to children about the benefits of healthy eating and give parents helpful guidance on how to provide nutritious packed lunches. Children are very social and play happily together. They work together to find shapes in the garden, excitedly discussing what they can see and listening to each other's ideas.

### Outcomes for children are good

Children enjoy their learning and quickly gain the skills needed for the next stage in their development and for school. They develop strong mathematical skills and confidently count and identify shapes as they play. Children show good physical development and carefully use tools. For example, they use small hammers to tap pins into corkboards and use rolling pins to flatten dough. Children express themselves confidently and happily share their ideas and experiences. Children who have speech delay benefit from detailed support plans and learn new words quickly, catching up well with their development.

## Setting details

<b>Unique reference number</b>	EY358389
<b>Local authority</b>	Croydon
<b>Inspection number</b>	1070901
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	The Learning Tree Pre-School Committee
<b>Registered person unique reference number</b>	RP904636
<b>Date of previous inspection</b>	26 September 2014
<b>Telephone number</b>	01689 844954

The Learning Tree Pre-School registered in 2007. It is one of three committee-run Learning Tree Pre-Schools in New Addington, in the London Borough of Croydon. The pre-school is based within a classroom in Wolsey Infant School. The pre-school is open each weekday from 9am to 2.55pm, during term time only. The pre-school employs 13 staff, all of whom hold relevant early years qualifications between level 3 and level 2. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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