

The Learning Tree Nursery

Methodist Church Hall, Quex Road, LONDON NW6 4PR



Inspection date	13 December 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

- Children are happy, settled and displayed high levels of involvement in their play and learning. Staff establish warm and caring relationships with the children. Their calm and attentive approach helps to promote children's social and emotional well-being.
- Children develop good language and communication skills. Staff constantly engage children in meaningful conversation and ask relevant questions to challenge their thinking. Staff use one-to-one and small-group times to develop children's vocabulary and promote their speaking and listening skills. Children enjoy learning new songs and sharing familiar stories.
- Children behave well. They learn to share, take turns and follow instructions. They are beginning to understand and accept the needs and opinions of others. Children who have special educational needs and/or disabilities (SEND) are supported well. Staff are sensitive in their interactions and offer lots of praise and encouragement to promote children's positive self-esteem.
- Staff have established good partnerships with parents. They regularly share information about their children's progress with them and suggest ideas on how they can further extend learning at home.
- Staff do not always obtain sufficient information from parents about their children's prior achievements when they first start so that they can plan for their learning from the outset.
- Procedures for tracking the progress of different groups are not yet fully effective to help enhance children's learning experiences and raise outcomes for all children to the highest level.

What the setting needs to do to improve further

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

- gather more information from parents about children's prior learning and abilities, so that staff can plan successfully for their learning from the outset
- strengthen monitoring and assessment and include the tracking of groups of children to help identify any gaps in learning or provision and help raise outcomes for all children.

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 evaluation of an activity with the manager and spoke with staff and children during the inspection.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents from documents provided for the inspection.

Inspector

Linda Newcombe

Inspection findings

Effectiveness of leadership and management is good

The recently appointed manager is experienced and well qualified. Since taking over her new role she has implemented a number of positive improvements and is committed to the continued development of the nursery. This includes seeking the views of parents and children to help with this process. Safeguarding is effective. Staff are vigilant and understand their role and responsibility to protect children from harm and neglect. They work closely with a range of other professionals and outside agencies to ensure that children's welfare and educational needs are met. Additional government funding is used well to provide individual support to help children to achieve the best possible outcomes. Staff receive regular supervision and their continued professional development is encouraged. For example, they undertake regular training to broaden their knowledge and skills and this has a positive impact on the good progress that children make.

Quality of teaching, learning and assessment is good

Staff are well qualified and the quality of their teaching is good. They get to know the children well and use this information to help them plan stimulating experiences that motivate children's interests. For example, in response to younger children's interest in animal noises. Staff hide different animals in shaving foam and encourage the children to find them and make the corresponding animal sounds. They extend children's learning, as they count the number of legs together and make suggestions about what they think the animals eat. Older children enjoy practising their mark-making skills and recognise some familiar letters. Staff routinely introduce mathematics in to children's play and games. For example, children compare different sizes and categorise groups of items.

Personal development, behaviour and welfare are good

Children develop strong bonds with the staff. This helps them to feel safe and secure in their environment. For example, they often go to staff for cuddles and ask them to join in their play. Children demonstrate good hygiene routines and manage their self-care skills well, relevant to their age and level of understanding. For example, they know why it is important to wash their hands before eating to remove any germs. Staff promote children's healthy lifestyles. They work closely with parents to ensure children are provided with healthy food options in their lunch boxes. Children enjoy opportunities to participate in outdoor play and physical exercise. For example, they particularly like climbing and display their good balance and coordination skills as they successfully negotiate larger play equipment.

Outcomes for children are good

Children are confident to follow and initiate their own play ideas. They demonstrate their growing independence, for example, they put their own coats on and help to tidy away their toys. Children make good progress from their individual starting points and develop key skills that will support them when they make the move on to school. Children are active learners who display high levels of concentration and motivation during their play. They enjoy learning about the community in which they live. For example, staff regularly take children on outings, such as visits to the library and local park.

Setting details

Unique reference number	EY538307
Local authority	Camden
Inspection number	10079415
Type of provision	Sessional day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 4
Total number of places	45
Number of children on roll	41
Name of registered person	McKenzie, Celia De Paula Silveira
Registered person unique reference number	RP538306
Date of previous inspection	Not applicable
Telephone number	07727 229943

The Learning Tree Nursery registered in 2016. The nursery opens Monday to Friday from 9am until 3.30pm during term time. The nursery employs 14 members of childcare staff. Of these 11 hold early years qualifications at level 2 and above. The manager is qualified to level 5 and one member of staff holds qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of who speak English as an additional language and children who have special educational needs and/or disabilities (SEND).

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