

The learning Tree Pre school nursery



St. Philips Church Hall, Chatterton Road, Ramsbottom, Bury, Lancashire
BL0 0PQ

Inspection date	14 June 2019
Previous inspection date	12 October 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Leadership is strong. The senior team is committed to providing high-quality provision. Leaders and staff constantly reflect on quality and practice. They identify areas to develop and implement positive changes. This has helped them to maintain a good standard.
- Staff arrive early each day and transform the hall into an inspiring and stimulating learning environment. Children are eager to attend and arrive with huge smiles, ready to play and discover. They are happy, self-assured and independent learners. Children make their own choices from an exciting range of resources.
- Children make typical and good progress. Overall, long-serving and qualified staff use their skills and experience well. They provide opportunities and experiences that ignite children's thirst for learning. However, sometimes staff do not fully support children's listening and attention skills, particularly during group activities.
- The experienced special educational needs coordinator and staff work tremendously well with external agencies. Together they provide first-rate support for children with special educational needs/and or disabilities. Children who require additional help make excellent progress, in relation to their level of development on entry.
- Staff truly value the unique ways that children learn. They identify preferred patterns of play and provide opportunities for children to demonstrate these. For example, older boys delight in activities that allow them to spin and make circle shapes. They quickly rotate salad spinners and operate water wheels. Younger children transport items to areas of their choosing.
- Staff involve all parents in children's learning. They share rich and varied ideas to help parents to support children's learning at home. However, leaders have not yet established highly effective methods to share information with local schools, to provide a consistent approach towards supporting the skills and capabilities of older children.

What the setting needs to do to improve further

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

- find further ways to engage all children more effectively, supporting their listening and attention, particularly during group activities
- strengthen information sharing with schools that older children also attend, providing a more consistent approach towards supporting their future learning.

Inspection activities

- The inspector had a tour of the setting. She observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held ongoing discussions with the provider and manager and carried out an evaluation of teaching with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures and children's records, reviewed self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents.

Inspector

Layla Davies

Inspection findings

Effectiveness of leadership and management is good

Leaders provide support and professional development opportunities for the enthusiastic staff team. For example, staff observe each other and provide constructive feedback. This helps them to continue to develop their generally good teaching skills. Safeguarding is effective. All staff have a sound understanding of child protection procedures. This includes the process to follow should they have concerns about the welfare of a child or the behaviour of a colleague. Leaders regularly test staff on their safeguarding knowledge and all staff have accessed child protection training. Children are well protected. Leaders are keen to maintain a high standard. For example, they identified a gap in children's understanding of the world. Staff provided interesting activities to help children develop awareness of others. One example of this was a recent Eid celebration. Children met people from the local community, made gingerbread mosques and decorated themselves with henna tattoos. This has helped the gaps to close.

Quality of teaching, learning and assessment is good

Older boys show excellent mathematical awareness. Staff ask them to identify numbers in the environment. Boys recognise digits on an electronic till as they play in a pretend kitchen, equipped with real items and foods. They capably distinguish between different coins and confidently count money. Staff provide varied opportunities for children to develop their small finger muscles, ready for writing in school. For example, they provide dough and play disco music as children rigorously knead, pat and make shapes in the dough. Overall, staff support children's communication and language skills well. They introduce new vocabulary, such as 'ukulele' 'electric guitar' 'bongo' and a 'bodhran drum', as children play with musical instruments.

Personal development, behaviour and welfare are good

Children's physical health is promoted very well. For example, staff provide intricate information on the sugar content of familiar foods and drinks. This helps children and parents to see the consequences of an unhealthy packed lunch. Staff teach children about sustainability and recycling and they learn about growth and decay, for instance when making compost. Staff recently enhanced the outdoor environment, and opportunities for imaginative play outdoors are abundant. For example, children perform on a raised stage and immerse themselves in pretend play in a mud kitchen. Children are lively and active. Their laughter permeates as they splash and jump in large puddles.

Outcomes for children are good

Children are well prepared for future learning. Older girls match shapes and form recognisable letters as they decorate celebration cards. Children behave very well. They exude confidence and positively speak to visitors, sharing their freshly prepared 'vegetable soup'. They invite others into their games, asking staff to taste the peppers and radishes. Children use memory and recall abilities. For instance, they draw on past experiences, describing how the texture inside of a peapod resembles a 'fluffy blanket'. Older children expertly use technology. They operate remote-controlled vehicles and show younger peers how to operate a voice recorder board. Younger children delight in listening to the sound of their voice recording when they press the correct button.

Setting details

Unique reference number	309724
Local authority	Lancashire
Inspection number	10064127
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 5
Total number of places	32
Number of children on roll	111
Name of registered person	TLT Childcare Limited
Registered person unique reference number	RP902484
Date of previous inspection	12 October 2015
Telephone number	07907 435838

The Learning Tree Pre school nursery registered in 1998. It is open Monday to Friday, from 7.45am until 5.45pm, all year round. The setting employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above. The setting provides funded early years education for two-, three- and four-year-old children.

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