

Inspection of Yew Tree Pre-School

Alcester Street, Chadderton, Oldham OL9 8LD

Inspection date: 22 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

The pre-school is warm and welcoming. Children have strong relationships with the caring staff team. They are happy and confident in the pre-school and say that they like to play with their friends. Children show high levels of curiosity and concentration when they play with the wide range of resources available. The staff support the children's learning enthusiastically. This helps children to be resilient and they are willing to have a go at activities independently. Staff praise the children for their efforts, and children are proud to share their achievements with staff and their parents. This supports children's well-being and, as a result, they have positive attitudes to learning.

The staff have high expectations for children's behaviour. They are consistent and they support children to recognise feelings for themselves. This helps children to understand right from wrong. As a result, they are able to regulate their own emotions and they play together happily. Children display positive attitudes to each other. They are respectful and use manners as they ask other children and staff for support.

What does the early years setting do well and what does it need to do better?

- Staff deliver well-planned adult-led activities which give children the opportunity to build on previous knowledge and skills. These activities have a positive impact on children's learning and development. For example, children use number rhymes in the role-play area to consolidate their understanding of early number concepts. Children enjoy reading stories and they show a love of books. For instance, they join in with excitement as they repeat words from a familiar book and act out the story together. The environment is carefully planned to give children a wide range of exciting experiences across all areas of learning. However, staff do not consistently use their knowledge of children's next steps to enhance learning through child-initiated play.
- Leaders and managers ensure staff are well supported through formal and informal discussions regarding their well-being. Staff are committed to improvement, and the management team has developed an effective system to support professional development. For example, managers use video observations and regular supervision to identify training needs. This supports staff to improve their practice and develop skills in new areas. The managers have realistic expectations for the staff and this results in a dedicated team of staff who enjoy working with the children.
- The routine is carefully planned so that all children access the ambitious curriculum. For example, all children access the large-group time at the end of the session to say 'goodbye', and there is no repetition for children in full day care. Managers work hard to ensure that children with special educational needs

and/or disabilities (SEND) are able to access their full entitlement as soon as possible.

- Staff skilfully develop children's knowledge and extend their vocabulary as they play. Children are confident to talk to the staff about what they understand, and they enjoy sharing this new learning. This supports children to show high levels of concentration as they explore. For example, while a child is playing with the scales, the member of staff models appropriate mathematical language. The child later correctly identifies that the bucket has gone down because the rocks are too heavy.
- Children develop their independence through snack time as they order for themselves and wash up when they have finished. Time pretending to be in a cafe is well delivered to support children's social interactions and their understanding of healthy snacks.
- Staff have strong partnerships with a range of professionals, including health visitors and local authority colleagues. This supports all children to make good progress relative to their starting points, including children who speak English as an additional language and children with SEND.
- Parents are highly complimentary about the pre-school and the care their children receive. Staff keep parents up to date with their children's progress through daily discussions, access to online learning journeys and regular parents' update evenings. However, staff do not make full use of this strong partnership with parents to support children's learning further at home.

Safeguarding

The arrangements for safeguarding are effective.

All staff are confident in their role of keeping the children safe. They know how to recognise signs that a child may be at risk and they have a secure understanding of how to raise concerns appropriately. The designated safeguarding lead has an excellent relationship with social care colleagues, which supports the effective sharing of information. He regularly attends the safeguarding hub to develop his understanding of wider safeguarding concerns. This information is shared with the staff through team meetings to ensure they remain confident and competent.

What does the setting need to do to improve?

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

- strengthen parental involvement even further and develop opportunities for parents to continue to support their children's learning at home
- enhance the key-person system further so that all staff are able to support the children effectively through child-initiated play to achieve their next steps.

Setting details

Unique reference number	301112
Local authority	Oldham
Inspection number	10060326
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 to 4
Total number of places	24
Number of children on roll	36
Name of registered person	Yew Tree Pre-School Committee
Registered person unique reference number	RP911588
Telephone number	0161 345 7337
Date of previous inspection	14 October 2015

Information about this early years setting

Yew Tree Pre-School registered in 1999 and operates within Yew Tree Community School in Chadderton, Oldham. It is open Monday to Friday from 9am until 3.30pm, term time only. The pre-school supports children with SEND and children who speak English as an additional language. It employs five members of staff, all of whom hold appropriate early years qualifications. One member of staff holds a qualification at level 6, three members of staff hold qualifications at level 3, and one member of staff holds a qualification at level 2.

Information about this inspection

Inspector

Vikki Seddon

Inspection activities

- The inspector talked to the children, staff and parents and took their views into account.
- A joint observation was completed with the inspector and the manager to evaluate leadership skills.
- The manager and the inspector had a tour of the pre-school and observed practice throughout the day.
- The inspector tracked three children to understand their development and their journey in the pre-school.

We carried out this inspection 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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