

# Inspection of The Learning Tree Children's Nursery and Pre-School

c/o Halsall C of E Primary School, New Street, Halsall, Nr Ormskirk, West  
Lancashire L39 8RR

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Inspection date: 16 December 2019

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

One of the key strengths of the nursery and pre-school is the strong partnership working with parents. Parents say they feel very involved in children's learning. They are keen to donate resources, such as bird boxes for children to hang outside. Parents say that staff help children to develop an appreciation of nature and the outdoors. They praise the manager and staff for helping children to be ready for school. Parents say staff help children to learn to spell their own name and put on their shoes and coats. Staff provide parents with ideas for activities to continue children's learning at home. For example, children take home spinning activities for them to twist. This helps to promote their coordination and early writing skills.

Staff have high expectations of children's behaviour. They are very good role models and provide gentle reminders to encourage children to be kind to their friends. Staff listen to children with genuine interest and value their contributions and ideas. Children are eager to celebrate their achievements and show staff their pictures and creations. They demonstrate that they feel safe, self-assured and happy. The manager is passionate about helping children to make good progress and enjoy learning within a caring and nurturing environment.

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

- Staff work closely with parents and share information about what children know and can already do. They use this information to plan for what each child needs to learn next. Children are enthusiastic learners and are eager to participate in activities and invite others to join in with their play.
- The manager engages well with staff and supports their well-being effectively. She provides regular training to help staff to develop their knowledge and skills. For example, staff say training attended helps them to plan an environment to promote children's enjoyment of exploration and discovery. However, the manager does not use highly focused methods to promptly identify and respond to any weaknesses in staff practice. Staff do not maximise opportunities to challenge children's learning to the highest possible level.
- Staff introduce mathematics throughout the day and help children to learn simple addition. For example, older children work out how many more pieces of fruit they need to make four. Staff encourage younger children to name the colours and count the number of leaves they have on their picture.
- The manager regularly seeks the views of children, parents and staff. This helps her to evaluate the quality of the provision and identify improvements. Parents say that the manager invests in resources that she knows children are interested in, including toy drills and sanders. These promote children's exploration, imagination and physical skills as children pretend to fix different items.

- Staff promote children's communication skills well, in a variety of ways. They sing songs and read familiar stories with enthusiasm, and this helps to capture children's interest, engagement and enjoyment. Children listen attentively and eagerly recall their own experiences. Staff repeat children's comments and model how to pronounce their words correctly.
- The manager is dedicated to providing an inclusive and welcoming environment. Staff provide children with age-appropriate experiences that promote all areas of learning and development. They offer opportunities that children may not have access to at home. For example, children learn about other cultures and communities that are different from their own through a range of resources. They join in counting and singing songs in other languages.
- Parents praise the staff for helping children to settle in quickly and for being very responsive and sensitive to their individual needs. For example, staff have helped children to become confident to use the noisy hand dryer. They help children to develop independence and self-assurance.
- Staff establish strong partnership working with the school and other professionals. This helps to promote consistency in children's care, learning and development. Pre-school children share the coat peg area with school children and spend some lunchtime sessions together in the school dining room. This helps children to become familiar with routines, ready for their move on to school.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff give high priority to safeguarding children and help them to learn how to keep themselves safe. For example, children learn to hold hands with each other as they walk across the school playground to their outdoor play area. Staff teach children to negotiate space, wait their turn and move in the same direction as they use ride-along toys. Children are supported to handle toys and equipment with care, for example as they use a knife to cut up their fruit. Staff have a robust understanding of their role in keeping children safe. They know how to identify and promptly respond to a concern about the safety or welfare of a child.

## **What does the setting need to do to improve?**

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

- enhance the programme of staff performance management, teaching and supervision arrangements to promptly identify any staff weaknesses and help to raise the quality of teaching and learning to the highest level.

## Setting details

<b>Unique reference number</b>	EY407630
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109901
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	The Learning Tree Children's Nursery And Pre-School Limited
<b>Registered person unique reference number</b>	RP529633
<b>Telephone number</b>	01704841830
<b>Date of previous inspection</b>	4 June 2015

## Information about this early years setting

The Learning Tree Children's Nursery and Pre-School registered in 2010. The nursery and pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications to at least level 3, and two staff members hold a qualification at level 6. The nursery opens from Monday to Friday, term time only. Sessions in the nursery are from 9am until 1pm and the pre-school operates from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Cath Palser

## Inspection activities

- The inspector observed the quality of teaching during activities, indoors and outdoors, and evaluated the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- A tour of the nursery and pre-school and joint observations were completed with the manager to understand how the early years provision and the curriculum is organised.
- The inspector held a number of meetings with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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