

Inspection of The Climbing Tree Pre-School (Whitwick Data Services Limited)

Baptist Church, North Street, Whitwick, Coalville, Leicestershire LE67 5HB

Inspection date: 7 June 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children show they feel happy and secure at the Climbing Tree Pre-School. They sit with their friends in the book corner, relaxing and chatting together. Children look out for each other and show that they are caring towards the younger children. For example, they smile and wave across the room to engage the attention of a younger child.

Children behave well and know what staff expect of them. They respond well to positive guidance and frequent praise from staff. Children raise their hand and wait their turn to answer questions. A raised hand is also used to let staff know that they have finished their snack.

Independence and developing life skills are a priority for the children at the pre-school. Children join in physical education sessions and learn how to dress and undress. They take part in morning exercise to get them ready for the day. The children shake their bodies, clap their hands, and start to learn how their bodies work. Children enjoy art and craft activities each day. They learn about transport and create a car. Children use a variety of shaped resources and paint to design and decorate their masterpieces. They talk to staff about what cars are used for, and listen for transport sounds they hear outside.

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

- Staff have completed mandatory training courses. However, they are not offered a wide range of training and mentoring opportunities to increase their broader skills and knowledge. For example, minimal training has been provided to help staff to understand how to extend children's learning and development further.
- Parents' views of the pre-school are complimentary. They comment that their child's confidence levels have increased since they started attending pre-school. Parents talk about how staff send home completed craft activities and their children share with them what they have been doing at pre-school. However, staff do not always provide parents with information about how they can continue to support their own child's learning at home.
- Leaders and staff have high expectations for all children. They plan an ambitious and well-thought-out curriculum. For example, children learn about species of trees and flowers. Children's various key worker groups are named after different trees. They identify with their key group, by recognising pictures of trees on visual prompts. Staff talk to children when out on walks and point out different trees and flowers. Children can point out various species, and regularly talk about these with parents at home.
- The manager identifies children with special educational needs and/or disabilities. She works in partnership with parents and other professionals to

access the support needed for individual children.

- Staff offer a range of indoor play opportunities to help develop children's physical skills. They make good use of indoor spaces and equipment to plan and provide activities, such as sports days and climbing challenges.
- Children learn about healthy lifestyles. They enjoy a range of healthy snacks which encourage healthy eating habits. For example, during lunchtime staff encourage children to eat savoury items first from their packed lunches. The staff display visual aids to remind children of healthy eating.
- Leaders use additional funding well. They have worked with staff to develop smaller group activities. The smaller groups help staff to focus on areas of children's development, as well as enabling children to further develop their confidence skills.
- Staff help children to develop a love of books. They regularly read familiar stories to children. Children are excited and eager to join in, they confidently anticipate what is going to happen next. Children ask lots of relevant questions and shout out words and names of animals.
- Leaders and staff teach children about their wider community. For example, they organise walks for the children in the nearby village and they visit the local shop and post office. Children meet older members of the community, through a church group called, 'time for tea'. They make greetings cards together and swap gifts at Easter time. These experiences help to build children's essential knowledge of their local community.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a thorough knowledge of how to keep children safe from harm. All staff attend regular safeguarding training. Leaders and staff understand their responsibilities in monitoring and reporting any signs and symptoms that indicate a child may be at risk of harm. Leaders and staff ensure that appropriate risk assessments are in place to ensure the safety of all children. Leaders continuously monitor the suitability of all staff. There is a clear procedure for visitors and the site is fully secure.

What does the setting need to do to improve?

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

- strengthen training opportunities for staff to deepen their existing knowledge to further support children's learning and development
- provide parents with information about how they can continue to support their own child's learning at home.

Setting details

Unique reference number	EY414256
Local authority	Leicestershire
Inspection number	10130518
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	26
Number of children on roll	12
Name of registered person	Whitwick Data Services Limited
Registered person unique reference number	RP904143
Telephone number	01530 587277
Date of previous inspection	10 December 2015

Information about this early years setting

The Climbing Tree Pre-school registered in 2010 and is located in Leicestershire. The pre-school employs four members of childcare staff. Of these, four hold relevant qualifications at level 3 or above. The director holds a recognised teaching qualification at level 7. The manager is qualified to level 6 and has gained early years professional status. The pre-school opens from Monday to Friday and is open term time only. Sessions are from 8.15am until 3.15pm. A breakfast and lunchtime session are offered each day. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Townrow

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the provider.
- The manager and the inspector conducted a learning walk together to review children's learning experiences.
- The children talked to the inspector about their activities.
- The manager and the inspector conducted a joint observation of children's activities.
- Discussions were held with senior leaders and members of staff.
- The inspector discussed the management and organisation of the nursery with senior leaders. She reviewed relevant documents.
- The inspector held discussions to seek the views of parents.

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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