

# Inspection of Green Tree PreSchool

4th Billericay Scout Association, Laindon Road, BILLERICAY, Essex CM12 9LL

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Inspection date: 6 July 2022

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children flourish in this inspiring setting. They arrive very happily and are warmly welcomed by staff who know them exceptionally well. All children's individual needs are met from the moment they start at the pre-school. As a result, children settle quickly and make rapid progress.

Children learn about different countries, languages and cultures. At morning circle time, children practise their language skills by confidently saying 'good morning' to each other in a variety of languages, such as French, Spanish, Italian and English. Children behave extremely well. They talk knowledgeably about how to be kind to others. For example, they feel their hearts beating and say 'our hearts are for love, and we are friends with everyone in pre-school'.

Children show high levels of curiosity and confidence as they eagerly explore all areas of the interesting and well-presented environment. All children are actively engaged as they play and learn inside and outside. Activities are skilfully planned to inspire children to think for themselves, have a go, and be confident to share their thoughts and ideas. Children are keen and independent learners. They ask questions to expand their own knowledge and skills. For example, children ask staff to show them how to form different letters in the sand. They watch intently and then have a go themselves.

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

- The inspiring managers and passionate staff team work exceptionally well together. They all have a clear understanding of what it is they want children to learn. The curriculum is meticulously planned and sequenced to precisely target each child's individual learning needs. Where staff recognise that children need additional help, they work closely together to share their knowledge and provide support. This strategy means that all children can excel in their progress.
- The managers implement highly effective supervision, coaching and support for all staff. They recognise the value of targeted training opportunities to build on staff's knowledge and skills, to improve the experiences of children. Staff report that leaders give their well-being a high priority. Staff show they genuinely enjoy their work by their enthusiastic interactions with each other, parents and children. This creates a positive and extremely friendly environment.
- Partnerships with parents are very strong. Parents are well informed about their children's progress through daily feedback, parents' meetings and written reports. Regular newsletters ensure parents are provided with a wealth of information, including ideas about how to support children's learning at home and healthy eating advice. Parents say that they enjoy being invited in for a variety of events, such as the recent Father's Day event for male family

members and carers.

- There is a high priority on supporting children to be ready for school. Strong links have been established with local schools. Teachers come in to meet the children, building relationships before they start. Older children confidently identify letter sounds, begin to write their names and demonstrate mature mathematical skills, such as identifying a rhombus shape. They learn skills, such as dressing and undressing into physical education kits. As a result, children are exceptionally well prepared as they transition to school.
- Staff use a good range of effective strategies to support children's communication and language development. They make excellent use of pictures to enhance children's understanding, particularly for younger children and those who are slower to speak. Staff skilfully ask questions to help children to think and give them plenty of time to consider their answers. Staff listen attentively when children speak, and they model new words, such as 'floating' and 'sinking'. As a result, children demonstrate exceptionally mature communication skills.
- Staff provide excellent opportunities for children to learn about their own community. For example, they regularly go for walks in the local area, posting letters in the post box and visiting the library, where their artwork is displayed. Staff invite in visitors, such as community police officers and guide dogs with their owners, to expand children's knowledge of occupations and different people. Children learn how to plant seeds and care for plants. For example, they proudly show off the tall sunflowers they have grown, saying that they need water to grow taller.

## **Safeguarding**

The arrangements for safeguarding are effective.

All members of staff are extremely confident in identifying the possible signs and symptoms of abuse. They have an excellent understanding of the procedures to follow if they have any concerns about a child's well-being or the conduct of a colleague. Staff complete training and have regular discussions to ensure their knowledge of safeguarding issues is up to date. Recruitment and vetting procedures are rigorous. An extensive induction programme and ongoing supervision sessions ensure all adults are suitable to work with children.

## Setting details

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| <b>Unique reference number</b>                     | EY480065                           |
| <b>Local authority</b>                             | Essex                              |
| <b>Inspection number</b>                           | 10127411                           |
| <b>Type of provision</b>                           | Childcare on non-domestic premises |
| <b>Registers</b>                                   | Early Years Register               |
| <b>Day care type</b>                               | Sessional day care                 |
| <b>Age range of children at time of inspection</b> | 2 to 4                             |
| <b>Total number of places</b>                      | 30                                 |
| <b>Number of children on roll</b>                  | 41                                 |
| <b>Name of registered person</b>                   | Green Tree Pre School              |
| <b>Registered person unique reference number</b>   | RP533860                           |
| <b>Telephone number</b>                            | 07934107217                        |
| <b>Date of previous inspection</b>                 | 13 June 2016                       |

## Information about this early years setting

Green Tree PreSchool registered in 2014. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am to 12.45pm on Monday, Tuesday, Wednesday and Friday, and from 9.15am to 3.15pm on Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marisa White

## 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 their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children and staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time.
- Parents shared their views on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working 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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