

Inspection of White Tree Preschool

Methodist Church, 4 North View, Westbury Park, BRISTOL BS6 7QB

Inspection date: 5 January 2023

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

What is it like to attend this early years setting?

The provision is outstanding

All children enter the setting exceptionally well, they arrive with smiles and laughter. Children run excitedly to the enriching environment, provided with thought-provoking and meaningful activities. There is a clear strongly embedded curriculum that is engaging and focused on each individual child. Children show exceptional progress from their starting points provided by parents. Information is gathered from child's voice and parent about what they like and would like to learn. For example, children play with play dough in the kitchen corner. Staff engage at their level interacting in their role-play scenarios, they draw other children into the play to strengthen social situation. Staff and child interactions are heart-warming to watch. They provide an inclusive approach engaging all children, building up their self-confidence within social situations.

Staff place a significant focus on the setting's routine and promoting independence. Children are eager to take on responsibility at snack time, they hand out cups and plates to their peers. Children show a sense of achievement, independently pouring their own drinks and spreading their own butter on the snacks. This empowers children to take responsibility for their own actions, displaying positive attitudes to learning. Staff brilliantly extend children's knowledge and satisfaction. Children find their belongings and self-register before heading outside; they successfully find their names, marking them off with a pencil. Children excitedly share feelings of accomplishment commenting, 'I did it'.

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

- The management and staff team lead the curriculum with exceptional passion and knowledge. Staff plan activities that meet the individual needs of the child. All children show outstanding levels of focus and self-motivation to join in. Staff are confident to allow time for children to discover and ask questions. They provide excellent open-ended questions to help them think critically. For example, children engage in a science experiment involving water, lemonade, and raisins. They excitedly identify bubbles in the lemonade causing the raisins to float. They comment 'mine is bobbing up and up, up, and down up and down, they look like they're dancing'.
- Children with special educational needs and/or disabilities (SEND) receive the best possible outcomes, reducing the gaps in learning. Staff liaise with parents, professionals and the local authority. Children who are learning to speak English as an additional language make exceptional progress. Staff value home experiences. They work together with parents to learn key words in home languages to communicate with them. The setting provides a highly inclusive approach.
- Staff provide outstanding opportunities for children to make links with the

community. Staff connect with local schools, providing children with pictures, school uniforms and welcoming teachers into the setting. Children take regular visits to the local residential home. Staff organise local trips following children's current interests, for example a visit to the local dentist. They also offer a baby- and toddler group, which they open to the local community.

- Partnership with parents is phenomenal. Parents form close and respectful relationships with the team, they offer the highest praise for the setting. Parents' comment it is 'incredibly personal'. Staff are described as 'attentive, kind, and focused'. Parents play an active role in their children's learning and development.
- Staff manage children's behaviour exceptionally well. Children recognise when others may need help. For example, when a child spills a drink, other children offer to re-pour water into the cup and help clear up. Staff use visual cards alongside speech to explain the rules of the setting. For example, they use a picture of ears to illustrate 'good listening'. Staff provide a visual timetable to show children now and next activities. This helps children to transition between activities calmly and smoothly.
- The management team are highly enthusiastic about staff professional development. Staff speak extremely positively of the training opportunities on offer, each being tailored to the individual. They receive regular communication, supervisions, and peer-on-peer observations. Leaders strive to deliver high-quality care and education, reflecting and evaluating practice. For example, they have helped staff to create cosy spaces in all areas of setting, including book bags, sensory items and soft toys, further enhancing the learning environment.

Safeguarding

The arrangements for safeguarding are effective.

Staff are extremely confident in identifying signs and symptoms that a child may be at risk of harm. For instance, they recognise the impact of domestic abuse and know how to act. They fully understand the procedures to follow and their responsibility to keep children safe, including raising concerns about the conduct of a colleague. The manager ensures all staff have up-to-date training. There are secure procedures in place to ensure that staff remain suitable for their roles.

Setting details

Unique reference number	107107
Local authority	Bristol City of
Inspection number	10234058
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	12
Name of registered person	White Tree Preschool Committee
Registered person unique reference number	RP905995
Telephone number	07804 269 289
Date of previous inspection	30 January 2017

Information about this early years setting

White Tree Preschool registered in 1993 and is managed by a voluntary committee. It operates from two rooms on the first floor of Westbury Park Methodist Church, Bristol. The pre-school is open each weekday, during term time only. It operates from 9.15am to 12.15pm, and from 12.15pm to 3pm, on Monday, Tuesday, Wednesday and Thursday. The pre-school provides funded free early education for children aged two, three and four years. The committee employs five members of staff. Of these, two hold a qualified teacher status, one holds a postgraduate certificate in education level 7, one holds first degree at level 6, one hold early years qualifications at level 2.

Information about this inspection

Inspector

Vicky Burns

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk carried out with the manager to understand how they deliver the curriculum.
- The inspector talked to the manager, about how they support children with SEND.
- The inspector considered opinions and views of parents during the inspection.
- A sample of documentation reviewed during the inspection including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching through observations while evaluating the impact it has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the staff and children and took account of their views.
- The inspector and the manager held a leadership discussion.

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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