



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309724

DfES Number: 585402

INSPECTION DETAILS

Inspection Date 10/12/2004
Inspector Name Margaret Baines

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name The Learning Tree
Setting Address St. Philips Church Hall
Chatterton Road, Ramsbottom
Bury
Lancashire
BL0 0PQ

REGISTERED PROVIDER DETAILS

Name TLT Childcare Ltd 4971507

ORGANISATION DETAILS

Name TLT Childcare Ltd
Address 10 Bolton Street
Ramsbottom
Bury
Lancashire
BL0 9HX

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Learning Tree was first registered almost ten years ago. The setting is situated in a quiet village close to the town of Ramsbottham and motorway links.

The setting operates from the local church hall providing care for children from 2 to 8 years each weekday during term time only on a sessional basis and during the school half term holidays for children age 4 to 8 years who are in full time education. The facilities available include a large hall, toilet facilities and an enclosed outdoor play area.

There are currently 69 children on the register of which 15 are in receipt of government funding for pre school education. The nursery supports families who have children with special educational needs.

There is a staff team of nine with the majority holding an appropriate childcare qualification. Two members of staff are presently completing a degree in early years education. The setting has received the investors in people award and the preschool learning alliance accreditation plus the kid's club network quality counts award.

Support is gained from the Local Authority and the Area special needs support worker.

How good is the Day Care?

The Learning Tree provides good care for children.

There is a warm, bright and welcoming environment for the children and parents, which is visually stimulating with displays of children's art work on most walls. Good use is made of space so that children are well cared for and feel secure. The organisation of documentation is in the main good with one weakness identified. The staff team are committed to ongoing training and development to enhance their existing knowledge and experience. They work well together and are aware of their individual roles and responsibilities.

There is a clear understanding of keeping children safe both indoors and during outdoor play for both preschool and out of school children. The premises are kept secure and arrival and departures times are monitored. Good hygiene practice is encouraged as part of the children's daily routine. Parents provide the lunch for the holiday club whilst staff provide nutritious snacks and drinks during the morning and afternoon sessions. Child protection responsibilities and procedures are understood. Families who have children with special needs are supported.

Planned activities and resources provide a good range of learning experiences for the children. Opportunities for development in all areas of learning are given and the children enjoy themselves at play both in adult led activities and independently chosen ones. They enjoy some positive experiences in learning about our multi cultural society and the world around them. There are resources and activities, which reflect diversity. Positive strategies are in place to sensitively manage children's behaviour; they enjoy a nurturing and caring time.

Partnership with parents is based on good communication both written and verbal. Confidentiality is acknowledged as important and records are securely held and shared with parents. Parents have access to all policies and procedures in place.

What has improved since the last inspection?

At the last inspection the setting was asked to provide a visitors book and to amend the behaviour policy to include information related to bullying. A visitors book is now in place and the behaviour management policy includes information with regard to how the setting deals with bullying should this occur during the out of school care sessions.

The completion of these actions ensures persons visiting the setting are recorded and the behaviour policy reflects all aspects of behaviour management for the benefit of the children.

What is being done well?

- The staff team have clear defined roles and responsibilities. They work very well together to provide a varied and interesting programme of activities to ensure both the preschool children and those who attend the before and after school and the holiday club enjoy their time in the setting.
- There is a stimulating range of toys and activities, which help children, make progress in all areas of learning. They are involved and enjoy their play. Children have learning opportunities, which are planned and prepared to ensure they meet their individual needs. Staff ensure children enjoy a variety of craft activities. The preschool children made angels whilst the before school club children created snowflake decorations. Children also enjoy a variety of activities, which include construction, free play, imaginative play in the home corner and good access to ICT and reading material. They have access to an enclosed outdoor area, which is equipped with appropriate toys and resources. Staff interact well with the children, they talk and listen to

them and are interested in what they do and say.

- Staff provide healthy snacks. The preschool children enjoyed toast and fruit and a further snack of sandwiches and cake. Children attending the before school session are provided with toast and a drink. Lunches for the holiday club children are prepared by parents and stored in line with environmental health requirements.
- Staff ensure that children learn about health and hygiene through daily routines. They are encouraged to wash hands at appropriate times during the day. Staff provide a clean environment and ensure toys and equipment meet health and safety requirements through effective procedures.
- There is in place an effective partnership with parents. They are provided with detailed information both verbal and written about all aspects of the setting. They have good opportunities to discuss their child's wellbeing in the setting on a daily basis.

What needs to be improved?

- documentation in relation to the child protection procedure.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
14	Revise the child protection procedure to include the action to be taken

	should a member of staff be implicated in a child protection concern.
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INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Learning Tree provides very good quality education overall which enables children to make very good progress towards the early learning goals in all six areas of learning.

Their spiritual, moral, social and cultural development is fostered appropriately.

Teaching is very good. Staff have a clear understanding of the Early Learning Goals and their implementation. They are enthusiastic and offer a range of innovative and exciting experiences. Staff provide a wide selection of free play and directed activities, which are regularly changed to ensure children remain excited to learn. The setting is organised to offer different types of play throughout the session. Planning and assessment systems are in place and used effectively in providing children with a broad, balanced curriculum and progression through the stepping-stones. Staff have high but realistic expectations of children's behaviour and encourage respect for each other and property. Children with a special educational need are welcomed and supported within the setting.

Leadership and management are very good. Staff and the providers are fully aware of their differing roles and work well together. Further professional development is encouraged and facilitated. Staff update their knowledge and understanding through attendance at training events. Continuity of care ensures parents are confident about the quality of care and education. Continuous monitoring of the setting, both of the curriculum and practical issues, takes place and parent's views are well received and acted upon where necessary.

Partnership with parents is very good. They receive detailed information about the setting and educational provision prior to the children starting. They receive newsletters, which share topics and events, and they are encouraged to share information about their child's learning at home informally. Further development of this area is to be addressed.

What is being done well?

- A wide selection of innovative, exciting and motivating activities and experiences are offered to the children and displays are used well to stimulate further learning and understanding. Children particularly enjoyed the crafts and use of a variety of textures to create their angels and polar bears.
- Resources are very well organised and labelled where possible to allow children to develop independence through free choice and exploration. The continuous provisions is varied from day to day and provides children with good learning experiences to progress along the stepping stones through

both adult led and child initiated experiences.

- Children with a special educational need are supported well through liaison with parents, the special educational needs coordinator and the early years partnership to promote learning for children who may have a difficulty.
- The staff team and the company of directors are committed to developing the educational provision through training, two members of staff are currently working towards a foundation degree in early years education. Staff meet regular to discuss all aspects of the curium and the day-to-day running to the setting.
- Staff interactions with children are very good. Staff have high expectations of behaviour and what children can achieve and continually challenge their thinking and learning. Children respond well to these interactions particularly enjoying the individual time spent reading sharing a puzzle and constructing. Children are eager to learn and confidant to try new experiences.

What needs to be improved?

- opportunities for parents to make a formal contribution to the assessment of their children's learning at home to inform future planning.

What has improved since the last inspection?

At the last inspection this setting agreed to refine the assessment system so that it clearly links to planning and is used to identify what individual children need to learn next. The setting has introduced an objectives sheet to monitor what children learn and links directly to the stepping stones.

The setting also agreed to provide wider access to a range of tools and materials for collage and modelling activities. A craft activity box is now readily available for children to access each session to develop their creativity.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming good relationships with adults and peers; they play in small groups and share their experiences. They are learning to negotiate with others, to share equipment and take turns. Children are happy and confident, they are interested in the activities, and they show excitement and are motivated to learn. Children respond to staff's positive interaction, they are learning to sit quietly displaying high levels of concentration and perseverance with chosen tasks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are learning to recognise their names. Children are confident to talk as part of a group i.e. at circle time and in small group sessions. Children are learning to make marks for a purpose as they use the writing area and write their name on pieces of work. They are learning to link sounds to letters and can recognise several letters in the environment. Children's memory skills are very good and children are able to retell stories. They enjoy books both jointly and independently.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an understanding of mathematical concepts such as addition and subtraction, which are practiced during daily routine activities, free play and planned activities. Children learn about pattern making, shape, space and measure, and solve problems through a wide range of exciting activities and show increasing competence in these areas. Children are able to count to 10 and some beyond. Several children are able to recognise numerals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently identify and describe features of living things and nature. They are able to express their likes and dislikes. Children identify features of the local environment through outdoor activities. Children show an awareness of respecting individual differences and experience different cultures through topics. Children confidently use information technology and programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop balancing and climbing skills through activities both indoors and out. Children move confidently around the setting as they negotiate their way and find a space to sit on the carpet. Children show a developing understanding of different food groups and the need for a balanced diet in order to stay healthy, which is reinforced through planned activities and the provision of healthy snacks. They are skilled in the use of tools and equipment as they create and build.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of media and colour through activities and their work is attractively displayed and used to enhance further learning. Music is encouraged and children happily sang their Christmas songs. Children use all senses to explore a variety of experiences and materials. Role-play is well used to promote imagination using different scenarios for example the café and the travel agents.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the opportunities for parents to make a formal contribution to the assessment of their children's learning at home which will contribute to future planning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.