

The Learning Tree

St. Philips Church Hall, Chatterton Road, Ramsbottom, Bury, Lancashire, BL0 0PQ



Inspection date	12 October 2015
Previous inspection date	2 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers correctly evaluate the quality of the provision. They set appropriately high expectations for the well-qualified, experienced and trained staff.
- Highly effective partnerships with parents and good relations with key workers help children to settle well, feel safe and enjoy learning. As a result, children are confident and well prepared for the next stage in their learning. Staff know what to do to keep children safe.
- Teaching is consistently good. Staff plan effectively to meet the individual needs of children. They engage children in meaningful conversations and use questions particularly well to check and extend their learning.
- Staff effectively monitor children's learning and regularly involve parents in reviewing the progress that they make.
- Children make typical progress as a result of their regular attendance and good teaching. They are praised effectively and behave very well.

It is not yet outstanding because:

- Managers' observations of the quality of teaching and learning are not always sufficiently focused on ensuring that teaching is always the best it can be.
- Not all children make consistently high rates of progress because information from assessments is not always used effectively to develop precise and sufficiently focused next steps for all children.

What the setting needs to do to improve further

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

- strengthen the monitoring of the provision to ensure targets for improvement are more sharply focused and precise to raise teaching to the highest level
- review how information from assessments is consistently used to raise children's achievement, including those who are new to the setting, to outstanding.

Inspection activities

- The inspector observed the quality of teaching and learning indoors and outdoors.
- The inspector undertook a joint observation with the deputy manager.
- The inspector spoke with staff, parents and children present at the inspection.
- The inspector met with a parent, child and key worker together.
- The inspector held a meeting with the two registered persons.
- The inspector checked safeguarding arrangements.
- The inspector sampled documentation, including policies and procedures, children's learning records and planning.

Inspector

Michael Blakey

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers are aware of the strengths of the provision and ensure all statutory requirements are met. They are aspirational for children and ensure that staff are well qualified, trained and supervised to undertake their roles. However, leaders' observations of teaching and improvement plans for the provision are not yet sharply focused on ensuring that teaching and learning is always the best it can be for all children. The staff team are dedicated to meeting children's needs. Safeguarding arrangements are effective. Staff are fully aware of their responsibilities to safeguard children and all hold current first-aid qualifications.

Quality of teaching, learning and assessment is good

Staff know what individual children enjoy, accurately assess their needs and create opportunities for effective learning. Teachers use questions very well to encourage children's thinking and discussion. Children are challenged to develop their mathematical skills, for example, by measuring and weighing ingredients. Staff provide children with engaging activities, both indoors and outdoors. Systems to track the progress of children are very good. Parents are helped to understand about their child's learning and contribute well to effective assessments of their development. Occasionally, teaching does not focus sufficiently enough on the next steps of learning for some children.

Personal development, behaviour and welfare are good

Children attend regularly, are confident and enjoy learning with their friends. They have a strong sense of belonging. They follow the routines of the setting well and feel safe and secure. Their key workers help them to manage their own behaviour well and make healthy choices at breakfast and lunch. Children listen to each other and develop important skills for later life through well-facilitated learning activities such as circle time. Children show good levels of respect for each other and their environment. All care practices and details of children's individual needs are agreed with parents. A strong focus on healthy practices contributes positively to children's welfare. This helps to develop children's confidence and self-esteem.

Outcomes for children are good

Effective and comprehensive tracking processes clearly show that children, including those who are eligible for additional government funding, make good progress. Leaders have rightly focused on improving learning for boys who were identified as achieving less well than girls, so any gaps in learning are swiftly closed. Children are well prepared for their next stage of learning, including school.

Setting details

Unique reference number	309724
Local authority	Lancashire
Inspection number	855215
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	25
Name of provider	TLT Childcare Limited
Date of previous inspection	2 February 2011
Telephone number	07970 358 784

The Learning Tree was registered in 1998. The setting provides out-of-school care and pre-school care on a sessional basis. It is open Mondays and Fridays from 9am until 1pm and Tuesdays, Wednesdays and Thursdays from 9am until 3pm, term time only. The out-of-school club is open from 7.45am until 9am and 3.15pm until 6pm during term time and for some full days during main school holidays. The setting employs nine members of staff. All of which hold appropriate early years qualifications.

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