

Inspection of Learning Tree Pre School

CALAT CENTRE, 61 Central Parade, New Addington CR0 0JD

Inspection date:

8 November 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

Staff enthusiastically welcome children and parents when they arrive. Staff promote children's independence and confidence well. For example, they keenly support children to look for their name labels to register their arrival and hang up their coats on labelled coat pegs. This also helps develop children's positive sense of belonging within the pre-school. Children are keen and motivated to start their busy day of play and learning. Staff's caring and sensitive approach helps all children to quickly engage in activities they enjoy. Children demonstrate that they feel safe and emotionally secure.

Leaders and staff know all children very well, such as children's home experiences, interests and what they need to learn next. Overall, they plan many opportunities to help extend all children's learning and to give them the best start to their early education. Leaders understand that not all children arrive with the same experiences as others. They design an ambitious curriculum to help children to make progress from when they first start, to behave well and to develop positive attitudes to their learning. For example, leaders organise regular trips to the library and to local parks. Furthermore, staff plan a range of opportunities for physical active play outdoors to help challenge children's physical abilities and skills.

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

- Leaders and staff engage very positively with parents to help support a consistent approach. For example, they invite parents to stay-and-play sessions to help develop positive relationships with them. Leaders frequently offer information and advice, such as the importance of oral health and healthy eating, to help promote children's good health.
- Children begin to develop an appreciation of their local community and for those people who can help. For example, leaders organise visits from local police officers and plan frequent trips to the local shops and market. This helps to promote children's positive sense of community and an understanding of the world around them.
- Leaders engage with other professionals to help promote consistency in children's learning and safety, overall, well. For example, they communicate with teaching staff at the schools that children move on to, to help ensure a smooth transition. However, leaders have not considered other ways to consistently engage with some professionals to help promote a targeted approach in children's learning.
- Leaders and staff are committed to continuous professional development to help enhance their knowledge and skills further. For example, they access opportunities to help support two-year-old children, and strategies to support children with special educational needs and/or disabilities (SEND), such as

autism awareness training. Children with SEND are supported well and make good progress.

- Key staff know their key children well and what they want them to learn next. However, staff do not consistently plan for all children's next steps in their learning. This means on occasion staff do not consistently build on children's skills and knowledge.
- The curriculum for communication and language development is implemented well. For example, staff consistently comment on children's play and model language, and they skilfully support children to play matching games and name objects. Children eagerly sing songs and listen to stories read by staff. They show a keen interest in books to help promote early reading skills.
- Children benefit from ample time outdoors to help support their good health. For example, staff challenge children to balance on crates and encourage them to climb newly purchased climbing frames to test out their physical abilities. Staff shout 'ready, steady, go' as children enthusiastically race each other on tricycles. Children are eager and motivated, and they have lots of fun as they learn new skills.
- Leaders and staff are very positive role models, and they are very consistent in their approach when promoting children's positive behaviour. For example, staff encourage children to use sand timers to share and take turns, and they calmly explain that children's actions have consequences, such as when children throw toys.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- explore other ways to engage with professionals to consistently enhance children's learning and development
- support staff to consistently implement all children's next steps in their learning to help promote a consistent approach.

Setting details

Unique reference number	2698453
Local authority	Croydon
Inspection number	10367262
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	2 to 4
Total number of places	26
Number of children on roll	27
Name of registered person	The Learning Tree Pre-School Committee
Registered person unique reference number	RP904636
Telephone number	01689 844954
Date of previous inspection	Not applicable

Information about this early years setting

Learning Tree Pre School registered in 2022. It is located in New Addington, Croydon. The pre-school is open from Monday to Friday, during term-time only. Sessions are from 9am to 3pm. The pre-school employs eight members of childcare staff. Of whom, six members of staff hold early years qualifications at level 2 or above. The pre-school offers the government funded places for childcare.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- The manager and the inspector completed a learning walk together of all areas of the pre-school and discussed the early years foundation stage curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- 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 inspector carried out joint observations of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024