

The Trees Day Care Nursery



The Trees Daycare Nursery, 55 Leigh Road, EASTLEIGH, Hampshire, SO50 9DF

Inspection date 13 February 2015
Previous inspection date 15 January 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Effective leadership and management have brought about many improvements in the nursery. In particular, the strong focus on improving the professional development of staff has had a positive effect on children's well-being and learning.
- All staff and parents are now fully involved in the self-evaluation process, which improves outcomes for children. Staff provide a safe and fully inclusive environment.
- Strong partnerships with parents, carers and other professionals involved in children's care and learning, help staff meet children's individual needs well.
- The key-person system helps children to form secure attachments. This promotes children's well-being effectively, and provides a strong base for their learning.
- Staff use the system for observation and assessment effectively to help them plan and provide tailored support for each child. As a result, all children make good progress given their starting points and develop the skills they require for their future learning.
- Children benefit from nutritious, home cooked food each day. They learn about healthy lifestyles as they take part in a healthy living project.

It is not yet outstanding because:

- In the pre-school room, some toys and equipment are incomplete, and staff do not always present the role-play area in a highly attractive way to enhance children's enjoyment, learning and exploration skills.
- Staff in the toddler room do not always fully promote children's independence and self-care skills.

What the setting needs to do to improve further

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

- develop the organisation of the role play area further and make sure that toys are complete, to enhance children's play and learning experiences in the pre-school room
- increase opportunities for children aged two to three to become more independent in daily routines such as meal times and finding their coat pegs.

Inspection activities

- The inspector observed children and staff during play and learning activities.
- The inspector undertook two joint observations with the manager.
- The inspector had discussions with the management team.
- The inspector looked at a sample of children's progress records, planning and tracking systems, and had discussions with staff.
- The inspector talked to children and some parents to gain their views of the setting.

Inspector

Jacqueline Munden

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff provide a good balance of child-initiated and adult-led activities. Children benefit from well-planned, small-group times. Pre-school children were captivated and enjoyed exploring the shaving foam. They are confident talkers, they answer the staff's questions and describe what they are doing. Many children write their names and have good mathematical skills. They sort objects into size and colour groups and are beginning to add and subtract. Staff have improved the room greatly. However, the home corner does not always inspire children to initiate their own play, and missing parts of the tool bench lead to frustration. Toddlers thoroughly enjoy music and movement sessions. They take the staff's lead and copy the actions. Staff gain eye contact and use signs to help children increase their understanding of words. Overall, staff encourage children to be independent well throughout the daily routines. Babies learn to feed themselves. Older children find their name labels at the table and serve their lunch, which also promotes their early reading skills and prepares them well for school. Toddlers have fewer chances to develop these skills as staff provide the food for them and show them where to hang their coats. The name labels on coat pegs do not meet all the toddlers' developmental needs, such as including their photograph to help them.

The contribution of the early years provision to the well-being of children is good

Staff have an in-depth knowledge of each child, their home backgrounds and their very specific needs. Parents' report they greatly appreciate the support staff provide. Staff go to great lengths to gain the skills they need to support children with special educational needs/and or disabilities and those who have specific medical conditions. This enables children to attend who may not have been able to otherwise. All children benefit from the time they spend outdoors. Babies build strength and resilience as they splash in the puddles. Staff support children effectively when moving to the next room, enabling children and parents to become familiar with the new staff and routines.

The effectiveness of the leadership and management of the early years provision is good

The management team has a secure understanding of its role and implements requirements effectively. Robust employment and induction procedures ensure staff are suitable and understand their responsibilities. Ongoing supervision targets areas for staff development. Senior staff have attended training to help them understand self-evaluation and how to support staff development. Staff have focused on improving areas that benefit the children and share what they have learnt at staff meetings. In the pre-school room, staff have researched methods to help them support children's behaviour, which has a positive effect on the way children learn to control their emotions. They have shared strategies with parents who use the same systems at home, promoting continuity in their children's learning. This shows effective partnership with parents.

Setting details

Unique reference number	EY438131
Local authority	Hampshire
Inspection number	962555
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	82
Number of children on roll	72
Name of provider	White Horse Childcare Ltd
Date of previous inspection	15 January 2014
Telephone number	02380610200

The Trees Day Care Nursery registered in 2012. It is located in the centre of Eastleigh. The nursery opens weekdays throughout the year from 8am to 6pm, except for one week between Christmas and New Year. The breakfast and after-school clubs operate from 8am to 8.50am and from 3pm to 6pm during school term times. The holiday club operates from 8am to 6pm during all school holidays, except for one week between Christmas and New Year. There is an enclosed garden for outside play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 15 staff working with the children. Of these, two hold an early years foundation degree and 11 others hold a recognised early years qualification.

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