

# Bay Tree Day Nursery

Bay Tree Day Nursery, Brookfields Business Park, Heage Lane, Derby, DE65 6LS



## Inspection date

22 December 2015

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Not applicable       |   |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Requires improvement | 3 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Requires improvement | 3 |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always accurately assess children's stage of development. Planned activities do not always consistently support children's individual learning needs.
- Staff do not always manage children's behaviour appropriately. They do not support children to understand the expectations and learn about right and wrong.
- The management team does not effectively monitor the quality of staff's teaching to ensure that all children are supported to make consistently good progress in their learning.
- Staff do not give parents and carers enough information, so that they can always guide their children's learning at home.

### It has the following strengths

- Children settle well and are happy in the nursery. They explore their surroundings with confidence.
- Staff provide a safe and welcoming environment. Children enjoy an appropriate range of activities and access age-appropriate toys and resources.
- Children enjoy healthy home-cooked meals. They have daily opportunities to enjoy fresh air and exercise in the garden. They learn about a healthy lifestyle, for example, talking about why vegetables are good for them.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

|  | Due Date   |
|--|------------|
| ■ ensure that the assessment of children's progress is accurate and that the information is used to plan appropriately challenging activities and support for each child         | 20/05/2016 |
| ■ ensure that staff manage children's behaviour in an appropriate way, supporting them to understand the boundaries and be aware of the consequences of their actions on others. | 29/01/2016 |

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

- improve the monitoring of staff's practice to raise the quality of teaching to a consistently good level
- provide more information that helps parents and carers to support and share information about their children's learning at home.

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and owner of the nursery. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents and carers during the inspection and took account of their views.

## Inspector

Justine Ellaway

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for safeguarding are effective. Staff consistently follow appropriate child protection procedures and risk assessments to promote children's welfare and safety. For example, staff accompany younger children to the toilet and monitor the arrival and departure of children to ensure they are safe. The manager is monitoring the practice of staff. However, this does not effectively evaluate the quality of staff's teaching to identify where there are weaknesses in practice. Staff do not always receive appropriate support where they need it. The well-qualified staff team undertake additional training, however, information from this is not being used well enough to develop practice more swiftly. The owner does not have close enough involvement in the running of the nursery to ensure that the quality of practice is good. The setting has developed appropriate partnerships with other settings that children attend. Information is regularly shared to provide consistent support for children's learning and development.

### **Quality of teaching, learning and assessment requires improvement**

The quality of teaching is variable. Not all staff are confident in assessing children's actual stage of development and identifying where they need support. Sometimes, staff do not prioritise the most important areas of support for children. As a result, activities can often lack the appropriate challenge to help children to move forward in their learning. Staff working with the two-year-old children struggle to manage some of their behaviour. This detracts from the support given to other children to participate in activities at times. Children in the baby room receive better support as staff are effective at joining in with their play. Younger children enjoy exploring the toys and resources. They wave and babble when staff sing. Children in the pre-school room show great enthusiasm in their creative play. They spend time creating craft models and use their imagination well as they pretend that they are at the doctors.

### **Personal development, behaviour and welfare require improvement**

Children enjoy their time at the nursery and their emotional well-being is effectively supported. Staff provide appropriate support to help children to settle and work with parents and carers to support their additional needs. Children learn how to keep themselves safe as they play, for example, lining up to go outside. However, not all staff help children to make better choices about their behaviour. Staff work with the local teacher to establish what skills children need as they move on to school. Staff regularly share information with parents and carers about children's care routines and their learning. However, they do not always make it clear what children need to achieve further and reinforce their learning at home.

### **Outcomes for children require improvement**

Most children make reasonable progress in their learning and development as they develop the basic skills for future learning. Staff provide appropriate support for children with disabilities and those with special educational needs. However, staff do not focus sufficiently on children's individual learning needs to ensure that gaps in learning are closing quickly enough.

## Setting details

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY490316  |
| <b>Local authority</b>             | Derbyshire  |
| <b>Inspection number</b>           | 1016644   |
| <b>Type of provision</b>           | Full-time provision                                 |
| <b>Day care type</b>               | Childcare - Non-Domestic                            |
| <b>Registers</b>                   | Early Years Register, Compulsory Childcare Register |
| <b>Age range of children</b>       | 0 - 11  |
| <b>Total number of places</b>      | 64  |
| <b>Number of children on roll</b>  | 40  |
| <b>Name of provider</b>            | Jayne Marie Jones                                   |
| <b>Date of previous inspection</b> | Not applicable                                      |
| <b>Telephone number</b>            | 01283732187   |

Bay Tree Day Nursery was registered again in 2015. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications, including the manager who has a degree in Early Childhood Studies. The nursery opens from Monday to Friday, all year round, except for the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with disabilities and those with special educational needs.

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