

Tall Trees Kindergarten

Oldford House, Lullington Lane, Oldford, Frome, Somerset, BA11 2NF



Inspection date

26 May 2016

Previous inspection date

29 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
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

- Managers and staff monitor information on children's ongoing progress well. Any gaps in learning are easily identified so children can quickly receive targeted support to ensure they make good progress in their learning and development.
- Staff complete regular assessments of children's achievements so they can plan for their ongoing learning. Teaching is good and staff have a good understanding of how children learn. They plan challenging and interesting activities to ensure children make good progress.
- Partnerships with parents are strong. Staff use a variety of effective ways to inform parents about their children's learning and life at the kindergarten.
- Children behave well and staff are good role models. For example, staff deal with behaviour issues calmly, teaching children how others' feel and helping children to understand how to share and take turns.

It is not yet outstanding because:

- Managers miss opportunities to support staff to reflect on, and evaluate, their practice to inform their professional development and improve teaching skills even further.
- Staff do not always make the most of all daily routines to fully promote children's independence.

What the setting needs to do to improve further

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

- offer staff more opportunities to reflect on their practice to support their professional development and improve their teaching skills even further
- make the most of everyday routines to extend and promote children's independence further.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the management team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, observations of children's learning, assessment and planning records, and documentation linked to the monitoring of children's progress.
- The inspector conducted a joint observation of staff practice with the manager.
- The inspector took into account the written views of parents and those spoken to on the day.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have good systems in place to evaluate the quality of the provision. They have successfully addressed the areas for development identified at the previous inspection. For example, risk assessments have been fully reviewed to ensure children are kept safe in the woodland area. Safeguarding is effective. Staff have training so they are confident in child protection issues. They know the procedures to follow if they have concerns about a child's welfare. Leaders support the well-qualified staff through support meetings and training to update their professional knowledge. Overall, this has a positive impact on children's learning outcomes. For example, staff have focused on promoting communication and language skills with children and how they can additionally support children who are learning English as an additional language.

Quality of teaching, learning and assessment is good

Overall, managers and staff creatively extend learning and help children to develop good communication and language skills. For example, staff skilfully introduced new words into children's vocabulary, such as 'germination' when children were involved in an interactive drama about the lifecycle of a seed throughout the seasons. Younger children are well supported with interesting activities to extend their listening and concentration skills. For example, they remained thoroughly engrossed in an activity sorting colourful transport figures into different groups. Staff provide children with a very stimulating environment. For example, they have good opportunities to learn in the natural outdoor environment.

Personal development, behaviour and welfare are good

Children feel safe and secure, and have good relationships with the staff. For example, babies confidently seek comfort from staff when they are feeling upset until they feel ready to engage in play. Staff support children to be confident when moving to new rooms in the setting. For example, children have regular visits so they feel secure. Staff help children well to understand the benefits of a healthy diet. For example, they discuss with children the need to drink lots of water to hydrate their bodies and the benefits of a healthy diet to develop strong muscles.

Outcomes for children are good

All children, including those with special educational needs, are supported well to make good progress in the setting. Children are motivated learners and enjoy exploring and discovering. They are confident communicators. For example, they use words such as 'nocturnal' when discussing animals that sleep during the day. Children are supported well to develop early literacy skills. For example, they recall stories they have enjoyed and have a good understanding of rhyming words. Children are effectively supported to develop the key skills to help them in their future learning and the move to school.

Setting details

Unique reference number	EY340931
Local authority	Somerset
Inspection number	1028300
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	80
Number of children on roll	217
Name of registered person	Tall Trees Kindergarten Ltd
Registered person unique reference number	RP526514
Date of previous inspection	29 October 2013
Telephone number	01373 465691

Tall Trees Kindergarten registered in 2006. It operates from premises in Oldford, Frome, in Somerset. The nursery is open weekdays from 8am to 6pm for 51 weeks of the year. The nursery employs 28 members of staff; of whom, 25 have relevant early years qualifications at level 2 or above. Of these, three hold qualifications at level 6 and one holds early years professional status. Two members of staff hold qualifications at level 4, 15 at level 3 and a further four hold level 2 qualifications. The nursery operates according to the Montessori ethos and provides funded early education for children aged two, three and four years.

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