

Bay Tree Day Nursery

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



Inspection date

25 July 2016

Previous inspection date

22 December 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Significant improvements have been made since the last inspection. The provider and the nursery manager have worked closely together to make the necessary changes. As a result, all legal requirements are now met. The quality of teaching and support for children's learning has also improved.
- Parents are kept well informed about the progress their children are making. Staff speak with them regularly to seek information about what children have been learning at home and to guide them in how they can support children to learn more.
- Staff regularly make accurate observations of children and assess the progress they make. This helps them to identify children's next steps for learning and tailor staff's teaching effectively.
- Children have good attachments to their key person and settle well when they first start at nursery.
- All staff have a clear understanding of how to promote positive behaviour. An effective behaviour management strategy helps staff make sure children behave well and have a high regard for others.
- Children are well supported to develop independence in taking care of their own needs. They serve themselves at mealtimes and manage their personal care needs well.

It is not yet outstanding because:

- Staff do not fully consider how well they organise the environment in order to help children be as independent as possible in leading their own play and learning.
- Staff do not fully support children to learn about the different cultures, religions and lifestyles, both within their own community and beyond.

What the setting needs to do to improve further

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

- review how well the organisation of the environment supports children to lead their own play and learning
- build on the opportunities for children to widen their understanding of people, families and communities beyond their own.

Inspection activities

- The inspector observed how staff interact with children in all areas of the nursery and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked about the nursery provision with staff, children, the manager and the provider.
- The inspector looked at a range of documents, including policies, planning and progress records.
- The inspector took account of the views of parents spoken to on the day, as well as their written testimonials.

Inspector

Katherine Wilkins

Inspection findings

Effectiveness of the leadership and management is good

The experienced manager supports staff very well. Regular observations and focused supervision processes ensure any weaknesses in practice are quickly identified and addressed. The arrangements for safeguarding are effective. Staff have a sound knowledge of the signs of potential abuse. They know what action to take if they have concerns about a child's safety. The manager regularly monitors the progress made by different groups of children and shares her findings with the staff team. Together, they identify what action they can take to better support children's learning and narrow any emerging gaps. The manager and provider accurately review their practice and identify areas for improvement. They welcome parents' opinions and act on them to ensure the nursery continually moves forward.

Quality of teaching, learning and assessment is good

Staff know the children well. They plan a wide range of activities based on children's interests that engage and motivate their learning. Staff involve themselves fully in children's play. They use opportunities to extend children's knowledge well. Children are encouraged to test out their own ideas. For example, younger children explore shape and space whilst playing in the sand, and older children master obstacle courses they have created themselves. Staff take every opportunity to support children's language development. They model new words and encourage children to practise any new sounds they hear. Staff work in effective partnership with other professionals. This ensures that all children, including those who have special educational needs receive any help needed to make good progress.

Personal development, behaviour and welfare are good

Children are well supported to understand how to keep themselves healthy. They have good hygiene routines, learn how to make healthy food choices and are taught about the benefits of physical exercise. Staff are attentive and caring. This helps new children to form strong emotional attachments and to settle quickly. Staff are sensitive to the emotional needs of children during times of change. They work well with parents and other professionals to support children in developing the skills they need when they move on to school. Staff treat children very respectfully. They listen intently to them and encourage them to share their ideas with others. This supports children develop positive self-esteem. Staff are good role models for children. They help them understand how to treat each other with respect and how to value and accept the opinions of others.

Outcomes for children are good

All children, including those who have special educational needs make good progress given their starting points. Children are working within the range of development typical for their age. Children learn early maths and science concepts in their play. They are confident to explore the environment, learning to assess risk and find solutions to any problems they come across. This means children are learning to become critical thinkers and are developing the necessary key skills to support their future learning.

Setting details

Unique reference number	EY490316
Local authority	Derbyshire
Inspection number	1035512
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	64
Number of children on roll	30
Name of registered person	Jayne Marie Jones
Registered person unique reference number	RP516768
Date of previous inspection	22 December 2015
Telephone number	01283732187

Bay Tree Day Nursery registered in 2015. The nursery employs 10 members of staff, all of whom hold appropriate early years qualifications. 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 who have special educational needs.

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