

The Trees Day Care Nursery

The Trees Nursery, 50 Westwood Road, Portswood, Southampton, Hampshire, SO17 1DP



Inspection date

12 September 2016

Previous inspection date

18 February 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured the manager has adequately followed correct safeguarding procedures when allegations are made against staff. They have also failed to notify relevant agencies in a timely manner, including Ofsted, as required. This puts children's welfare at risk.
- The provider does not ensure that all staff manage children's behaviour effectively. This compromises children's welfare.
- Staff have an insufficient understanding of their role as key person in meeting children's individual needs. They do not suitably support all children's emotional well-being, for example, over the lunchtime period when children become tired and need a rest.
- The quality of teaching across the nursery is inconsistent. Some staff do not have a clear understanding of how to observe, assess and deliver effective play challenges for each child. Children do not make the best possible progress in their learning.
- Self-evaluation is inaccurate and does little to help improve standards across the nursery. The provider is not sufficiently ambitious about developing the provision, staff practice or motivating staff. These weaknesses have led to a drop in the nursery's quality.

It has the following strengths

- Staff support children who are below the expected levels of development well.
- Children enjoy home-cooked, nutritious meals.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure prompt and appropriate action is taken in the event of an allegation being made against a member of staff, including notification to Ofsted within 14 days	20/09/2016
■ ensure all staff manage children's behaviour in an appropriate way	20/10/2016
■ ensure staff have a secure understanding of the key-person role and tailor each child's care to meet their individual needs	20/10/2016
■ improve the quality of teaching to a consistently good level, to help children move on in their learning and make good progress.	20/10/2016

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

- make effective use of evaluation to accurately identify strengths and breaches in requirements to improve the quality of provision.

Inspection activities

- The inspector observed the quality of teaching in all the rooms and assessed the impact this had on children's learning.
- The inspector checked evidence of supervisions and training of staff working with the children.
- The inspector spoke to parents on the day and took their views into account.
- The inspector completed a joint observation with the manager, and spoke to staff and children at appropriate times throughout the inspection.
- The inspectors spoke to management and staff regarding self-evaluation, and safeguarding policies and procedures.

Inspector

Lorraine Wardlaw

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider has failed to ensure requirements are met. Not all staff manage children's behaviour appropriately. When concerns about staff practice were raised, the provider did not follow the correct safeguarding procedures. A decline in standards in the nursery since the last inspection means that not all staff support children's welfare adequately. Staff hold appropriate qualifications to meet the requirements, including those for first-aid trained staff. The manager is struggling to coach and train new staff to carry out their roles effectively. The manager monitors children's progress adequately. Self-evaluation and the focus on making improvements are weak. The provider and staff do not have a clear vision as a team. Partnerships with parents and others involved in children's care are positive. They work together to support children's learning.

Quality of teaching, learning and assessment requires improvement

The quality of teaching is variable. Some staff interact and challenge children to help them make progress. For example, in the pre-school room staff ask them questions that make children think and talk about feelings and the nursery rules. However, not all staff have good teaching skills or are aware of children's specific learning aims. They do not always interact positively to support and challenge children in their freely chosen play. Staff plan some interesting activities across all age groups to support children's learning. For example, toddlers explore paint with brushes and vegetables. Some staff communicate and role model vocabulary, and help them to explore drawing and writing equipment. Staff support children to develop their early communication and writing skills.

Personal development, behaviour and welfare are inadequate

Managers and staff do not adequately support children's welfare. Although children behave well across the nursery and staff supervise them appropriately, some staff are abrupt and unsympathetic when they respond to children. The constant staff turnover and changing of staff roles has an adverse effect on children's care. Staff do not always notice or engage with their key children, for example, when they are new and unsettled. These weaknesses in the key-person system mean that not all children develop a close relationship with staff to meet their emotional needs. Children play outdoors and develop their physical skills. The premises are safe and staff carry out appropriate risk assessments. They record any accidents children have and meet their dietary needs, as required.

Outcomes for children require improvement

Children do not make the best possible progress. Nonetheless, they are developing some suitable skills for their future lives. Older children show focus, confidence and good listening skills during whole-group teaching times. Children below the expected levels of development receive targeted support to help close the gaps in their development. For example, one-to-one support is offered to help them develop walking skills and verbal and non-verbal communication skills. Children enjoy their learning experiences, such as exploring shaving foam, paint and sparkly materials with their fingers.

Setting details

Unique reference number	131618
Local authority	Southampton
Inspection number	1072464
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 - 4
Total number of places	82
Number of children on roll	80
Name of registered person	White Horse Child Care Ltd
Registered person unique reference number	RP520766
Date of previous inspection	18 February 2014
Telephone number	023 8067 8888

The Trees Day Care Nursery registered in 1994. The nursery is privately owned and is part of a chain. It operates from a house close to Southampton city centre in Hampshire. The nursery is open on Monday to Friday from 7am until 6pm, all year round. The nursery employs 22 staff who work directly with the children, 17 of whom hold relevant qualifications in childcare at level 2 or above.

This inspection was carried out by Ofsted 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.

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