

Tall Trees

Tall Trees, The Sycamores, Scawthorpe, Doncaster, South Yorkshire, DN5 7UH



Inspection date	8 September 2016
Previous inspection date	26 November 2012

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

- The manager monitors and evaluates the quality of the provision effectively. Staff work well together as a team. They take account of the views of parents and children to help them identify any areas for improvement.
- Staff provide a good range of experiences that enables children to lead their own learning. They interact positively with children and encourage them to enjoy their learning.
- Staff are attentive and children form close, trusting relationships with them. Babies receive lots of cuddles, helping them to feel happy and settled.
- Children are cared for in a welcoming environment. Children of different ages mix and play well together. They develop good social and emotional skills.
- Children's communication and language development are supported very well. They speak confidently with staff, visitors and each other.
- Children benefit from the time they spend in the very well-equipped outdoor environment. They have plenty of space to explore, and they enjoy and learn about the importance of daily fresh air and exercise.

It is not yet outstanding because:

- The planning for next steps in learning is not always as precise and as sharply focused as possible for children under the age of three years, in order to help them make as much progress as possible.
- At times, staff do not support all children as well as possible to learn how to manage their own feelings and behaviour.
- The manager has not yet fully developed effective systems to enable staff to reflect on and improve their good teaching practice.

What the setting needs to do to improve further

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

- focus more sharply on planning activities for children aged under three years that help increase the potential for them to make rapid progress in their learning
- support children more effectively to learn how to manage their own behaviour and feelings
- provide more opportunities for staff to reflect on and further improve their good teaching practice.

Inspection activities

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

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a good understanding of their responsibility with regard to protecting children from abuse and neglect. They have a good knowledge of the procedures to follow should they have a concern. Policies and procedures are implemented well to help ensure that the environment is safe and secure at all times. Staff recruitment procedures are effective. Overall, the monitoring of staff performance is regular and supportive. Staff are given training opportunities to help them develop their practice further. Staff meetings are used well to discuss targets and plans for improvement.

Quality of teaching, learning and assessment is good

The manager and staff have improved their process for checking what children know and can do when they start, by gathering more useful information from parents. This ensures checks are accurate and helps staff to identify gaps in children's learning. Any additional support is secured and parents are provided with guidance on what they can do to support their child's learning and development at home. Staff work effectively in partnership with parents and other professionals. They monitor children's progress, both individually and by specific groups. They use this information to help children catch up if they are falling behind. The environment is stimulating and welcoming. Staff play alongside children and use some effective questioning and dialogue to support and extend children's learning. For example, they discuss what might happen if they mix two different colours of paint together whilst creating colourful pictures.

Personal development, behaviour and welfare are good

Staff promote children's awareness of healthy lifestyles well. Children learn good hygiene practices and enjoy healthy, well-balanced meals. They benefit from regular opportunities to play in the well-equipped outdoor area. Frequent risk assessments help staff to minimise any potential hazards. The key-person system is effective and staff support children to settle happily and to develop close relationships with them. Staff also provide lots of praise and encouragement. Children are learning to be confident and independent; they initiate their own play and follow their own interests. Staff are good role models, who enhance children's understanding of diversity and help them to value difference. Information about children's progress is regularly shared with parents. Parents comment that they are happy with the care provided and speak highly of the staff.

Outcomes for children are good

Children are developing their communication, language, writing and number skills in readiness for school. Older children enjoy counting and challenging their mathematical thinking. Younger children skilfully use a variety of tools as they create colourful paintings with the support of staff. Babies experiment as they explore natural objects, textures and materials. They develop their physical skills as they explore the environment around them. All children make independent choices and they help themselves to resources, pour their own drinks and choose their preference for snacks.

Setting details

Unique reference number	EY307107
Local authority	Doncaster
Inspection number	1059699
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	36
Number of children on roll	41
Name of registered person	Elizabeth Pauline Richardson
Registered person unique reference number	RP511348
Date of previous inspection	26 November 2012
Telephone number	01302 782981

Tall Trees was registered in 2005. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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