

Tree Tots Day Nursery

115 Loughborough Road, LEICESTER, LE4 5LN



Inspection date	17 January 2017
Previous inspection date	2 April 2013

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

- Observations and assessments of younger children's learning are not frequent or precise enough. These mean that not all children are provided with enough challenge to make good progress in their learning.
- Staff do not plan and coordinate support where there are concerns about children's development.
- Staff do not always make use of relevant opportunities where they can model language or use commentary to support the development of speech for younger children.
- The manager has not used highly focused supervision meetings to help staff extend their professional development, in order to maintain or build on their previous good quality teaching.
- The manager does not yet use self-assessment to identify weaknesses and areas for development in the setting.

It has the following strengths

- Children have good relationships with staff and each other. They are confident and display positive emotional well-being.
- Children develop a positive sense of identity and respect for others. Their individual backgrounds are well known by staff and used to plan activities to help them learn about their own heritage and the world around them.
- Parents are very complimentary of the service and care offered to their children.

What the setting needs to do to improve further

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

	Due Date
■ develop staff's knowledge and understanding of how to observe and assess younger children's learning, in order to consistently identify where children are in their development and to plan more precisely for the next steps in their individual learning, so that they make good progress	28/04/2017
■ ensure that appropriate support is provided where there are any concerns about a child's progress or where a child has special educational needs or disabilities.	14/02/2017

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

- increase staff's effectiveness in modelling language to ensure every opportunity is used to support the development of speech for younger children
- strengthen professional development to deepen staff's understanding of how children learn and further improve the quality of teaching
- use self-evaluation more effectively to clearly identify weaknesses in practice and areas for improvement.

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 spoke with the manager, staff and children during the inspection.
- The inspector evaluated the range of activities on offer to children with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Alex Brouder

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff say that they feel supported in their roles. However, supervision meetings are not highly targeted at helping staff to extend their professional development. This means they are not best supported to maintain the previous good quality teaching or to raise it to an even higher level. The manager does not focus carefully enough on using self-evaluation to identify areas for development. The arrangements for safeguarding are effective. The manager and her staff are aware of safeguarding information that must be shared with Ofsted. Required staff-to-child ratios are met and staff are deployed, so children are continually supervised. Sound procedures are in place for the recruitment of staff and to check their ongoing suitability. All those who work with children or in the setting have undergone appropriate suitability checks, including a Disclosure and Barring Service check. Staff share information with parents about children's experiences and have discussions about what they are achieving at home.

Quality of teaching, learning and assessment requires improvement

Staff are appropriately qualified and, generally, understand how children learn. They observe children during their play and are beginning to track their development. However, staff do not always use information gained from these observations well enough to inform children's progress. This means planning is not always effective, particularly for children aged under three years. Where there are concerns that a child may be at risk of falling behind in their learning or if a child has special educational needs or disabilities, staff do not swiftly identify this or provide them with appropriate support. Occasionally, staff do not model language effectively to help younger children build on their spoken skills. Older children immerse themselves in organised topics linked to their understanding of the world. When asked by staff, they successfully name the continents of the world and talk about some of the animals which live there. Babies enjoy exploring their environment and are encouraged to practise their growing mobility.

Personal development, behaviour and welfare require improvement

Staff do not always effectively engage children in purposeful, challenging play experiences that best motivate them to make good progress. Despite this, children are happy and enjoy their time at the nursery. The warm relationships staff build with parents and carers help children settle quickly into the welcoming environment. Children's health is appropriately supported through the provision of home-cooked meals and daily access to the outdoors. Children's behaviour is, generally, good. Staff ensure positive role modelling is offered to help children learn what is expected of them.

Outcomes for children require improvement

Children do not make as much progress as possible as staff do not plan challenging activities to extend their learning. However, they develop some basic skills in readiness for the next stage of their learning, such as school. Older children begin to count and use numbers in their play. Some children are learning to be independent as they put on their outdoor shoes and take them off again when they come back indoors.

Setting details

Unique reference number	EY385558
Local authority	Leicester City
Inspection number	1082402
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	61
Number of children on roll	100
Name of registered person	Tree Tots Day Nursery Leicester Limited
Registered person unique reference number	RP910967
Date of previous inspection	2 April 2013
Telephone number	07977 933935

Tree Tots Day Nursery was registered in 2009. The nursery employs 17 members of childcare staff. Of these, 12 hold early years qualifications at level 3 and four at level 2. The manager has qualified teacher status. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, except for bank holidays and Christmas. It provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language and children who have special educational needs or disabilities.

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