

The Learning Tree Day Nursery

Eckweek Road, Peasedown St. John, Bath, BA2 8EQ



Inspection date 24 January 2017
Previous inspection date 26 March 2014

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 uses funding effectively to provide well-planned activities that motivate children to learn. Overall, the staff's interactions with children help children make good progress from their starting points.
- The manager and staff observe children's play and use tracking effectively to monitor the progress of individual, and groups of, children. They use this to identify any gaps in development, and adapt provision well to help children catch up.
- The setting is an important part of the community. The manager and staff build strong and meaningful relationships with parents and other professionals. This is effective for all children, and particularly those learning English as an additional language.
- The manager successfully monitors staff performance through regular supervision and appraisal meetings. She identifies effective training programmes. For example, staff plan activities around comic book characters. These capture children's interest and they are keen to take part.

It is not yet outstanding because:

- Staff have not fully considered the impact of the daily routine on children's ability to develop and explore their individual play ideas to the fullest.
- On occasion, staff miss opportunities to set challenges which extend children's learning, particularly for those who are the most able.

What the setting needs to do to improve further

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

- review the daily routine and the impact this has on children's opportunities to explore, learn and develop
- make the most of all opportunities to extend children's learning and challenge their thinking while they play, particularly for the most able children.

Inspection activities

- The inspector observed staff's interactions with children of all ages.
- The inspector conducted a leadership and management meeting with the manager and conducted a joint observation with her.
- The inspector looked at documentation, including the setting's safeguarding policy and children's learning journals.
- The inspector spoke with children and parents and took their views into account.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Through training, the manager and staff have a good understanding of how to support children's well-being. For example, they know how to help children settle in readiness for learning. They have a secure understanding of safeguarding procedures and child protection issues. The manager makes well-considered evaluations of the setting, which inform positive changes and improve outcomes for children. For example, she has introduced events such as bedtime stories and a sewing club for parents and children to learn together. Staff communicate well with other settings and professionals to provide children with a tailored approach to their care and learning. This is particularly effective for children who have special educational needs.

Quality of teaching, learning and assessment is good

Staff use their qualifications and experience well to provide children with many opportunities to use their senses. For example, babies enjoy experimenting with coloured rice, and they develop their early understanding of mathematical concepts as they fill and empty pots with tiny spoons. Staff plan activities which help children develop early reading skills in readiness for school. For example, they use books and puppets to help children learn about story structure and exciting new characters. Children spend lots of time outside engaged in active practical activities. For example, children enjoy a game of 'chase' before staff encourage them to draw around their feet. Staff help them write their names, and talk about shape and size.

Personal development, behaviour and welfare are good

Children are kind and considerate towards each other. They build positive friendships and develop good social skills. They eat nicely together, and enjoy food that is freshly prepared each day. Children's relationship with their special key person helps them to settle easily. For example, babies are happy to go for a nap because staff have a well-developed understanding of their routines and emotional needs.

Outcomes for children are good

Children are confident and develop a love of learning that will help them as they move to school. For example, they use good physical skills when they play independently, and skilfully balance on a beam until they reach the end. Children are calm and engaged in their play. For example, they organise dolls, make up elaborate imaginative games, and use creative ideas to build a forest from clay and twigs.

Setting details

Unique reference number	EY468195
Local authority	Bath & NE Somerset
Inspection number	1069717
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 7
Total number of places	37
Number of children on roll	94
Name of registered person	The Learning Tree Nursery (PSJ) Limited
Registered person unique reference number	RP905986
Date of previous inspection	26 March 2014
Telephone number	01761 431 073

The Learning Tree Day Nursery is in Peasedown St John, near Bath. The nursery was originally registered in 2004, and re-registered in 2013. The nursery operates from Monday to Friday, 7.30am until 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 12 staff employed at the nursery who work directly with the children; of these, 10 staff hold recognised early years qualifications at level 2 and level 3.

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