

The Trees Day Care Nursery



188 Regents Park Road, Shirley, Southampton, Hampshire, SO15 8NY

Inspection date

19 April 2017

Previous inspection date

19 February 2014

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:

- The quality of teaching is inconsistent. Children generally enjoy the activities on offer but staff do not always know when or how to support and extend learning further during activities, particularly when working with older children.
- Assessments of children's learning do not always give an accurate picture of the progress they are making. This does not support the manager and staff to ensure that educational programmes provide sufficient challenge. Not all children make as much progress in their learning as they could.
- The provider's self-evaluation is not strong enough to help identify all areas where improvement is needed to provide good-quality care for children.

It has the following strengths

- Children have positive relationships with each other and adults, which helps to support their emotional well-being.
- Effective partnerships with parents help to make sure that information is shared regularly to promote continuity for children's care needs. Staff link closely with other professionals for children who need additional support.
- Children learn about the importance of adopting a healthy lifestyle. For example, they enjoy opportunities to be active outdoors every day. Nutritious hot meals are cooked on the premises and adapted to suit children's individual dietary requirements.
- Children have regular opportunities to explore and use their senses.

What the setting needs to do to improve further

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

	Due Date
■ increase the support for staff to develop their skills and understanding of how to extend children's learning to raise teaching to a consistently good level	12/07/2017
■ improve the monitoring of children's learning to gather a more accurate picture of the rates of their progress to identify how to offer a consistently good level of challenge in activities and experiences.	12/07/2017

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

- make better use of ongoing self-evaluation to more accurately identify areas that require improvement.

Inspection activities

- The inspector observed activities indoors and outdoors, and interaction between the staff and children, and looked at the play equipment and resources.
- The inspector completed a joint observation with the manager to discuss the impact of teaching after viewing activities.
- The inspector spoke with the manager, staff and some parents. She also talked with the children at appropriate times.
- The inspector looked at documentation, including a sample of children's developmental records, planning and staff suitability records.
- The inspector looked at, and discussed, systems used to evaluate the nursery.

Inspector
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Inspection findings

Effectiveness of the leadership and management requires improvement

The manager has made several improvements since taking on the role. This includes carrying out monthly staff supervision meetings and organising staff training, such as training on behaviour management. However, she does not monitor staff practice well enough to make sure that children receive sufficient challenge in their learning. The manager identifies some areas for development, for example, to increase play opportunities in the outdoor space. However, self-evaluation does not sufficiently review the quality of teaching and learning. Safeguarding is effective. The manager and staff have a clear understanding of child protection issues and procedures and know what to do if they have concerns about a child. Staff supervise children well. They assess the environment to help them identify and minimise risks to children.

Quality of teaching, learning and assessment requires improvement

Staff observe the children's play to assess their progress. However, assessments are not always accurate and staff do not use the information effectively, in particular for older children, to plan activities that offer a sufficient level of challenge. Staff interact with children in a friendly manner and encourage conversation appropriately. For example, as children paint their birdhouse they eagerly tell others, 'I'm making a rainbow one'. Younger children happily join in the songs and rhymes. They show control as they move their bodies to the music, supporting their physical development. Parents receive updates about their children's achievements. Staff send home activities for parents to use with children at home, involving them in their children's learning.

Personal development, behaviour and welfare require improvement

Children are happy and settled. There are key staff in each room, which reassures young children as a familiar adult attends to their needs. Staff link with the parents to find out about each child's individual needs when they start, enabling them to follow children's routines and provide continuity of care. Children have access to a varied range of play equipment and resources and generally are able to make some choices about their play. However, staff do not ensure that all activities are organised well enough to stimulate the children's interests. Children learn to play together cooperatively. For example, staff teach them the importance of sharing and taking turns during a group painting activity.

Outcomes for children require improvement

Children enjoy their time at the nursery but do not make the best possible progress in their learning. Staff do not consistently challenge children well enough, especially older children, to develop their thinking skills and independence. Children learn some skills that help them prepare for starting school. For example, they enjoy books and listening to stories, which helps to encourage their early literacy skills.

Setting details

Unique reference number	131616
Local authority	Southampton
Inspection number	1096280
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	83
Number of children on roll	74
Name of registered person	White Horse Child Care Ltd
Registered person unique reference number	RP520766
Date of previous inspection	19 February 2014
Telephone number	023 8077 6655

The Trees Day Care Nursery is one of a group of nurseries operated by White Horse Child Care Limited. The nursery registered in 1998 and operates in the Shirley area of Southampton. The nursery is open on Monday to Friday from 8am to 6pm, all year round, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 13 members of staff who work with the children. Of these, eight staff hold appropriate early years qualifications, with the manager holding a qualification at level 5.

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