

Tree Tots Day Nursery

115 Loughborough Road, LEICESTER, LE4 5LN



Inspection date	31 October 2017
Previous inspection date	17 January 2017

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

- Managers do not provide enough support and coaching to make sure that all staff have a good knowledge and understanding of changes made to practice, such as how to observe, assess and plan for children's learning. As a result, teaching and learning across the nursery is inconsistent.
- Some staff are not accurately assessing the progress young children make in their learning regarding understanding and speaking. As a result, staff are not precisely planning to help all young children make good progress in this area of their learning.
- Staff are not focused enough on helping all children to use and develop their home languages which they speak in addition to English.
- Staff are less focused on helping young children to think for themselves and to share their ideas with others.

It has the following strengths

- Staff are enthusiastic. They demonstrate a willingness to improve the quality of teaching and the outcomes for children.
- Children have their physical and emotional needs met well. They develop strong relationships and settle well into the nursery from home. Children are helped to move from one play room to another in their own time, building their confidence.
- Children are curious. They enjoy exploring and being active indoors and outdoors. They participate in activities and play with a wide range of play resources which reflects their different interests.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ provide further support and coaching for staff to make sure they all have the knowledge and skills to accurately assess and plan to help young children make good progress in their language development 	04/12/2017
<ul style="list-style-type: none"> ■ assess young children's learning and use the information to precisely plan and help them make good progress, especially in their language development 	04/12/2017
<ul style="list-style-type: none"> ■ help all children to develop and use their home language in play and learning, supporting their language development at home. 	04/12/2017

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

- make better use of opportunities to challenge young children to think and to share their ideas.

Inspection activities

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

Inspector

Dianne Adams

Inspection findings

Effectiveness of the leadership and management requires improvement

Since the last inspection, managers have introduced a new way of observing, assessing and planning for children's learning. However, they have not made sure that all staff have the knowledge and understanding to implement these changes effectively. Consequently, gaps in some young children's language development are not closing quickly enough. The arrangements for safeguarding are effective. Managers and staff attend training events to update their knowledge of child protection. They are confident about the actions to take if they have concerns that a child may be at risk of harm. Recruitment is robust. Managers check to make sure staff are suitable to work with children. Children are safe as they play. Staff identify and minimise hazards outdoors and indoors. They supervise children well.

Quality of teaching, learning and assessment requires improvement

Staff are well qualified. They work with parents to observe children's learning. However, staff assess some children aged under three years as making more progress than they have in their understanding and speaking. Some children in this age group are not challenged enough to make good progress in their language development. In contrast, staff help pre-school children to make very good progress in their learning. They encourage pre-school children to listen, follow instructions and be confident talkers. All staff interact well with children and follow their interests. Babies are delighted as they listen and join in with their favourite songs. Children aged two years enjoy helping staff dig in the dirt to find worms. Pre-school children use their imaginations to make pumpkins out of play dough.

Personal development, behaviour and welfare require improvement

Children are not always motivated by staff to achieve their best. For example, children are not consistently being helped to use the languages they speak at home. Some children under three years are not always encouraged to think and to explain their ideas. That said, care practices are strong. Parents comment on the good progress children make in their physical and self-care skills, such as for toileting. Staff are good role models. They agree strategies with parents to help children to manage their behaviours appropriately. Children show they feel safe and secure. They confidently engage with visitors to the setting. Young children sleep soundly.

Outcomes for children require improvement

Some children under the age of three years are not always prepared well enough for the next stage in their learning. In contrast, pre-school children are developing the skills they need for school very well. They are enthusiastic learners. Pre-school children develop their independence as they tidy away toys when finished and put on their coats and wellington boots to go outdoors. They explore large numbers while considering how many children are present in the nursery. Pre-school children learn to solve problems for themselves. They practise their early writing skills and form letters correctly.

Setting details

Unique reference number	EY385558
Local authority	Leicester City
Inspection number	1083628
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 5
Total number of places	73
Number of children on roll	73
Name of registered person	Tree Tots Day Nursery Leicester Limited
Registered person unique reference number	RP910967
Date of previous inspection	17 January 2017
Telephone number	07977 933935

Tree Tots Day Nursery registered in 2009. The nursery employs 15 members of childcare staff. Of these, three hold early years qualifications at level 6 and 10 at level 3. The manager and one other staff member hold qualified teacher status. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, except for the 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.

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