

# The Trees Day Care Nursery

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



<b>Inspection date</b>	21 March 2018
Previous inspection date	19 April 2017

	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
<b>The quality and standards of the early years provision</b>	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:

- Staff do not all follow expected health and hygiene procedures consistently to promote children's good health and to prevent the spread of infection.
- Staff do not work with all parents of children who are learning English as an additional language to assess their developmental needs accurately. They do not adapt their teaching methods consistently to help these children to make good progress, particularly in their communication and language skills.
- Management does not monitor staff practices or evaluate the quality of the provision effectively, to identify and address the weaknesses in the provision.

### It has the following strengths

- Staff throughout the nursery manage children's behaviour well. They have trusting relationships with the children, who respond positively to their interaction.
- All children have good opportunities to be physically active and gain control of their bodies and movements through exciting activities.
- There are good opportunities for children of all ages to develop their independence, ready for future learning opportunities.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
■ ensure all staff follow appropriate health and hygiene practices consistently to promote children's good health and to prevent any spread of infection, with particular regard to nappy changing, preparing babies' bottles, managing children's care needs, and the cleanliness of the baby room, kitchen and playroom	04/04/2018
■ improve the use of assessments and teaching to help all children who are learning English as an additional language make good progress in their learning, particularly regarding their communication and language skills.	18/04/2018

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

- develop self-evaluation to identify and address all areas for improvement in the quality of the provision and to improve outcomes for children.

### Inspection activities

- The inspector observed activities and the quality of teaching in the playrooms and outdoor play areas.
- The inspector sampled documents, including children's assessment records and planning documentation, and talked to children at appropriate times.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the early years foundation stage.
- The inspector took account of the views of parents.
- The inspector conducted a joint observation with the manager.

### Inspector

Bridget Copson

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Self-evaluation does not successfully identify and address all the weaknesses in the nursery. The provider has taken some steps to address the weaknesses raised at the last inspection. For example, management has worked with other professionals to monitor and develop staff teaching skills to help them challenge children further in play. They have introduced a new system to monitor and plan children's learning and next steps more accurately. However, they have not ensured that staff use assessments consistently and help children who are learning English as an additional language to make good progress. The provider does not ensure that staff maintain good levels of hygiene. Safeguarding is effective. The manager and staff have a secure understanding of the risks to children and the procedures to follow if they have any concerns.

### Quality of teaching, learning and assessment requires improvement

Overall, staff understand most children's developmental needs and plan activities to help them achieve some of their next steps for learning. However, staff do not work with all parents to assess their children's learning in their home language to gain an accurate understanding of their developmental needs. Staff do not adapt their teaching effectively to help these children learn to understand and communicate in English. For others, staff ask questions to encourage their thinking skills. They use lots of mathematical language, and provide challenges to encourage children to solve problems. For example, staff working with babies and toddlers count and describe the size of objects. Staff extend mathematical challenges for older children, such as encouraging them to count the pennies they use to buy their snacks and to calculate how much more they need.

### Personal development, behaviour and welfare require improvement

Staff do not maintain good standards of health and hygiene for all children. For example, some staff do not wash their hands before preparing or serving children's meals or after managing their personal care and some areas of the nursery are not clean. Children enjoy nutritious meals and learn to wash their hands and brush their teeth. Staff maintain good safety and supervise children well to keep them secure. Key persons meet their children's care routines consistently and provide parents with feedback about their children's day. Staff provide clear messages and good examples to help children learn positive behaviour, and to respect the lives and beliefs of others.

### Outcomes for children require improvement

Although most children make expected progress for their age, those who are learning English as an additional language are falling behind in their communication and language. They do not receive the support they need to use their home language and English. At times, they do not have any communication with others and appear uninterested in some activities. Overall, most children gain some of the skills they need for their future learning. Babies learn to crawl and walk in safe surroundings. Children of all ages enjoy managing tasks for themselves to build their independence and confidence. Toddlers and pre-school children develop an interest in stories, and older children learn to write their names.

## Setting details

<b>Unique reference number</b>	131616
<b>Local authority</b>	Southampton
<b>Inspection number</b>	1097398
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	83
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	White Horse Child Care Ltd
<b>Registered person unique reference number</b>	RP520766
<b>Date of previous inspection</b>	19 April 2017
<b>Telephone number</b>	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. It operates in the Shirley area of Southampton, Hampshire. The nursery is open Monday to Friday from 8am to 6pm, all year round, for 51 weeks of the year. The nursery receives funding for the provision of free early years education for two-, three- and four-year-old children. The provider employs 10 members of staff and two apprentices to work with children. The manager holds an early years qualification at level 5 and nine staff hold early years qualifications at levels 2 and 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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