

Tree Tots Day Nursery

115 Loughborough Road, LEICESTER LE4 5LN



Inspection date	12 September 2018
Previous inspection date	31 October 2017

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

The provision is good

- The manager evaluates the provision well and has made many effective improvements since the last inspection. For example, the introduction of the deputy manager and herself visiting children in their home prior to them starting. This helps to promote children's emotional well-being.
- Staff promote children's communication and language skills well. They introduce new words for children to copy, such as 'turtle'. This encourages children to extend their vocabulary. Children make good progress in their learning.
- Staff help children to learn about their local community. For example, staff and younger children look out of the window and talk about familiar people and different vehicles passing by.
- Children who speak English as an additional language make good progress in their speaking skills. Staff gather key words from parents about their home languages and use this when they talk to children.
- The manager monitors the progress made by groups of children. This helps her to work with staff to promote children's mathematical skills.
- Staff observe and monitor children's learning closely. They know children well and support them in their learning.

It is not yet outstanding because:

- Although staff find out information from parents about children's prior speaking skills when they first start, they do not find out enough information about other aspects of their learning.
- Staff's professional development is not yet fully effective to help to raise the quality of their teaching practice to the highest possible level.

What the setting needs to do to improve further

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

- find out more information from parents about all aspects of prior learning when children first start, to help staff to plan more precisely for children's development from the start
- focus professional development more precisely on helping to raise the quality of teaching practice even higher and to provide more opportunities for children to develop to the highest level.

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 staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Hayley Ruane

Inspection findings

Effectiveness of leadership and management is good

Staff share information about children's achievements and learning with other early years settings and schools children move on to. This helps to provide a united approach to children's good progress. Safeguarding is effective. The manager makes sure that staff's knowledge of child protection is current. Staff know where to report concerns about another members of staff's behaviour or concerns about a child's welfare. Staff risk assess the environment and before taking children on outings. When they walk with children in the street, staff provide children with high-visibility jackets and regularly count the number of children present. This promotes children's safety. The manager supports staff well through supervision and staff meetings.

Quality of teaching, learning and assessment is good

Staff invite parents to regularly meet with their children's key person. They discuss what children need to learn next and also children's achievements. Staff give parents ideas about how they can continue to support children's learning at home, for example, to drink from a cup. Staff plan activities but also allow children time to choose their own play. They help older children to develop a real interest in books when they read them stories. Staff listen to children's view and hold conversations with them. This helps children to develop their literacy and communication and language skills. Staff encourage younger children to develop their mathematical skills. For example, they help children to count out 'four' pens. Staff use mathematical language, such as 'more' when asking children if they would like a drink. Younger children learn about parts of their body. Staff ask them to find their 'eyes', 'ears' and 'nose'. They invite children to bring in favourite things from home to share with their friends. This helps children to develop their social skills.

Personal development, behaviour and welfare are good

Staff provide opportunities for children to develop their physical skills. They invite other professionals to do sports activities with children once a week. Children are keen to invite staff in to their play. They show a positive relationship with staff. Staff display plenty of pictures of children playing and their art work, helping children to feel valued and appreciated. Children behave well. Staff help them to learn to share and take turns. Staff provide opportunities for children to learn about the wider world. Sometimes, staff wear different costumes from around the world and invite children to do the same.

Outcomes for children are good

Children are confident and demonstrate that they feel safe and secure. They arrive happy and are keen to access the good range of resources on offer. Children demonstrate their independence when they serve themselves meals. Outdoors, children use spades in mud to look for worms, that helps to develop their hand and eye coordination. Children make good progress and learn key skills for their move on to school.

Setting details

Unique reference number	EY385558
Local authority	Leicester
Inspection number	10077429
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 11
Total number of places	64
Number of children on roll	38
Name of registered person	Tree Tots Day Nursery Leicester Limited
Registered person unique reference number	RP910967
Date of previous inspection	31 October 2017
Telephone number	07977 933935

Tree Tots Day Nursery registered in 2009. The nursery employs 13 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6 and five at level 3. The nursery opens from Monday to Friday all year round, except bank holidays and Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

