

Tree House Day Nursery

Old Frome Road, School Lane, Wells, Somerset BA5 3DL



| | |
|--------------------------|-----------------|
| Inspection date | 3 May 2019 |
| Previous inspection date | 21 January 2016 |

| The quality and standards of the early years provision | This inspection: | Requires improvement | 3 |
|---|-------------------------|-----------------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Requires improvement | 3 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Requires improvement | 3 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This is a provision that requires improvement

- Some staff are not fully confident about recent developments in safeguarding, such as the risk of radicalisation and female genital mutilation.
- Managers do not make sufficient use of monitoring and supervision to fully support staff and identify inconsistencies in some staff's practice. Some staff do not interact as well as others with children to extend their learning experience even further.
- Managers monitor the progress of a limited range of cohorts of different children to enable them to extend the identification of possible gaps in their learning.
- Staff disturb some planned pre-school activities to take groups of children out to the toilet. This disrupts children's learning experience and does not support them to make their own decisions about when they want to go to the toilet.

It has the following strengths

- Staff provide a welcoming environment with plenty of age-appropriate resources for children to explore.
- The experienced staff know children well and plan effectively to meet their learning needs. Children make good progress from their starting points.
- Staff provide good support for children to learn about healthy lifestyles. For example, they use a combination of activities to help children learn about the importance of dental hygiene.
- Staff work particularly closely with parents and other agencies to meet children's individual care needs. They also access specialist training to help them care for children who need extra support.

What the setting needs to do to improve further

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

| | Due date |
|---|------------|
| ensure that staff have a comprehensive understanding of more recent aspects of safeguarding, such as the risk of radicalisation and female genital mutilation | 05/07/2019 |
| ensure that monitoring and supervision provide more support for staff development and identify any issues with the consistency of staff practice. | 05/07/2019 |

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

- develop further the monitoring of different cohorts of children to help identify any gaps in their learning and identify ways to tackle these
- review the arrangements for toileting for pre-school children to reduce disruption to group activities and give children more opportunity to make decisions about when to visit the toilet.

Inspection activities

- The inspector spoke to children, staff and parents.
- The inspector observed staff's interaction with children and the quality of teaching and learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager.
- The inspector sampled paperwork, including proof of staff suitability and qualifications.

Inspector

Catherine Sample

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff have a secure understanding of the basic signs that a child is at risk of harm and know what to do if they have concerns. However, they are less confident about the signs relating to more recent developments in safeguarding, such as the risk of radicalisation and female genital mutilation. Managers do not carry out individual supervision and monitoring for staff to identify areas for development. The staff are all qualified and many have been in post for many years but there are some inconsistencies in practice which have not been identified. There has been little training available recently but some staff are now signed up to complete online training to develop their skills further. Managers monitor the progress of individual children to identify any gaps in learning, but carry out more limited monitoring of cohorts of children to extend this process.

Quality of teaching, learning and assessment is good

Staff use information from parents to help them assess children's starting points and make accurate assessments of their progress. They use this information, along with children's interests, to plan effectively to meet their individual learning needs. Most staff use effective teaching methods to support children's learning. For example, a member of staff lay on the floor with children as they played with trains and train tracks and extended the activity through lively questioning and discussion. Staff play an enthusiastic part in activities, which motivates children to join in. For example, pre-school children enjoy choosing songs and singing with the staff. Most staff chat to children as they play, encouraging their communication skills and introducing new vocabulary, such as 'orbiting'. Occasionally, some staff do not interact with children as much as possible to extend their learning even further.

Personal development, behaviour and welfare require improvement

Staff do not fully support children's independence and decision making. They take small groups of pre-school children out of song time to go to the toilet. This does not support the children to always make their own decisions about when they want to use the toilet. Children have strong relationships with staff and settle quickly on arrival. Staff meet children's care needs well. For example, children of all ages can have breakfast on arrival to set them up for the day and babies have regular feeds and naps according to their individual routines. Staff provide frequent reminders and explanations about how to behave to which children respond well. Children are happy to share and take turns.

Outcomes for children are good

Children are well prepared for the next stage in their education, including the move on to school. They are keen to explore. Babies persevere at manoeuvring a drum into position so they can bang it and older children experiment with how many trains they can hang from a magnet. Children develop key life skills. For example, toddlers ably feed themselves using proper cutlery. Older children spontaneously count and use numbers during their play. Children are good at listening, following instructions and taking part in routine activities, such as helping to tidy up.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY476283 |
| Local authority | Somerset |
| Inspection number | 10075847 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 - 4 |
| Total number of places | 56 |
| Number of children on roll | 98 |
| Name of registered person | Tree House Day Nurseries Limited |
| Registered person unique reference number | RP904591 |
| Date of previous inspection | 21 January 2016 |
| Telephone number | 01749 679 637 |

Tree House Day Nursery originally opened in 1989 and re-registered in 2014. It is located in Wells. The nursery opens each weekday from 7.30am to 6pm for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. There are 12 members of staff working with the children. Of these, one member of staff holds early years professional status and 11 are qualified to level 3 or above.

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

