

Tall Trees Kindergarten

Oldford House, Lullington Lane, Oldford, Frome, Somerset BA11 2NF



Inspection date	19 July 2019
Previous inspection date	26 May 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

This provision is good

- The dedicated management team and staff are very committed to providing the best possible service for children and families. They evaluate the provision effectively to identify precise targets for development and improve outcomes for children.
- Staff have a good understanding of how children learn. They gather information about children's care and learning needs when they start. This helps them to plan activities which engage children and support them to settle quickly.
- Staff provide a warm and welcoming environment. They take time to get to know children well. Staff send home photographs to familiarise new children with their key person. Children demonstrate through their high levels of confidence and self-esteem that they are happy and content.
- Parents speak very highly of the care their children receive. Staff regularly provide parents with information about their children's care and learning. They share ideas on how parents can further support their child's learning at home.
- Staff help children to adopt healthy lifestyles. Children benefit from daily fresh air and exercise and develop good physical skills. The thoroughly enjoy helping themselves to nutritious meals cooked freshly each day.
- Sometimes, staff overlook opportunities to challenge older children and extend their learning, so they make the best possible progress.
- Occasionally, children are not given enough time to complete their self-chosen activities.

What the setting needs to do to improve further

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

- make greater use of opportunities to extend and challenge older children's learning even further, to enable them to reach their full potential
- review the routines of the day to allow children to complete their self-chosen play in order to build on their learning even further.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning during play indoors and outdoors.
- The inspector carried out a joint observation with the deputy.
- The inspector spoke to children and staff at appropriate times during the inspection and held a meeting with the manager
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

Inspector
Susan Wilson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager and staff know about the signs that may cause them to be concerned about a child's welfare. They are very clear about local safeguarding procedures. Systems for staff recruitment and vetting are thorough and the manager ensures that she meets daily staffing ratios and deploys staff effectively. There is effective support for staff to improve their knowledge and skills further. For example, the management team encourages staff to attend conferences and provide in-house training based on research into current approaches in early education. This inspires staff to develop fresh ideas to provide good-quality learning experiences for children of all ages. The manager tracks children's development thoroughly to identify and address any gaps in their learning. Staff use funding effectively when children require extra support. Staff undertake daily risk assessment checks to ensure that the environment remains a safe place for children.

Quality of teaching, learning and assessment is good

Staff use their observations to assess children's levels of development accurately. They plan interesting activities that help children to achieve the next steps in their learning. For example, in the baby room, staff encourage babies to move objects from one container to another. This helps babies to develop their small-muscle skills and hand-to-eye coordination. Toddlers spend time daily outdoors in the mud kitchen and develop their physical skills as they learn to balance on logs. Staff are skilled at helping older children learn to identify the sounds that letters make. Children learn to write words, such as their names, correctly and handle books with interest. Children listen carefully and respond well to instructions.

Personal development, behaviour and welfare are good

Staff are caring and support children's emotional needs well. For example, they work flexibly with parents to offer good settling-in procedures that ensure babies feel safe and secure. This builds their confidence effectively and helps them move on in their learning and development. Children behave well. They are kind and respectful towards each other as they share and cooperate during play. Staff regularly model good manners and interact positively with children to promote social skills. Children become independent in their self-care and know the importance of following good hygiene routines. For example, older children are skilful at putting on waterproof clothing and understand the reasons for washing their hands after playing outside.

Outcomes for children are good

All children are making good progress. Babies are eager to babble and talk. They show interest in exploring the world around them and younger children quickly learn new words. Older children are confident to speak in front of others. For example, they participate eagerly during circle time activities. Children acquire the skills they need for their next stage of learning and their future move to school.

Setting details

Unique reference number	EY340931
Local authority	Somerset
Inspection number	10073746
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	100
Number of children on roll	237
Name of registered person	Tall Trees Kindergarten Ltd
Registered person unique reference number	RP526514
Date of previous inspection	26 May 2016
Telephone number	01373 465691

Tall Trees Kindergarten registered in 2006 and is situated in Oldford, Somerset. The nursery is open on weekdays from 8am to 6pm for 51 weeks of the year. The nursery employs 36 members of staff. Of these, one has achieved early years professional status, two hold qualifications at level 5, two hold level 4, 18 hold level 3, and three hold level 2. The nursery operates according to the Montessori ethos and provides funded early education for children aged two, three and four years.

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