

# The Trees Day Care Nursery

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



<b>Inspection date</b>	20 August 2019
Previous inspection date	8 May 2019

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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 is a provision that requires improvement

- The quality of teaching is variable. Some staff do not have high enough expectations of what children can achieve and do not sufficiently challenge children as they play. Gaps in older children's learning, particularly in their social and emotional development, are not closing quickly enough in readiness for their move to school.
- Staff who work with the youngest age ranges do not show a secure understanding of how to meet the needs of children under the age of two years. They do not organise their daily routines effectively to promote children's care needs to a high standard. Young children do not benefit from a language-rich environment that supports their early communication or enjoy good opportunities to develop their physical skills.

### It has the following strengths

- The manager is a capable leader who has taken effective action to address the actions raised at the last inspection that relate to staff suitability and safeguarding. She acts on the advice of the local authority, other leaders and staff to accurately identify areas for future development.
- Staff are caring and build positive relationships with the children. They suitably promote children's behaviour and independence. Children are happy and settled. They enjoy the company of their friends and leading their own play.

## What the setting needs to do to improve further

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

	Due date
ensure that staff working with children under the age of two have sufficient training and experience of working with this age range	04/11/2019
ensure that all staff consistently use what children already know and can do to plan learning experiences that challenge them to make best progress.	04/11/2019

### Inspection activities

- The inspector observed children's play indoors and outdoors.
- The inspector discussed children's learning with staff. She viewed a sample of planning, children's assessment and discussed children's progress with the manager.
- The inspector held a meeting with the manager and viewed documentation that related to staff suitability, plans for improvement and training.
- The inspector conducted a joint observation of snack time and a focus activity in the baby room with the manager.
- The inspector took account of the views of the local authority, parents, staff and children.

**Inspector**  
Melissa Cox

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Staff know what action to take should they have any concerns about a child or the behaviour of another adult. Leaders implement suitable procedures to verify and monitor staff's suitability for their roles. Risks to children are minimised through daily checks, such as before children play outside. The manager is a strong role model and mentor to her staff team. She accurately identifies ways to support staff in their professional development, such as through an established programme of supervision and training for the staff. However, monitoring is not fully effective in ensuring that teaching and planning for children's learning are consistently good. Staff share some information with parents on how they can support children's learning further at home.

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

Despite most staff being qualified and attending additional training, teaching is not of a consistently good quality to secure children's good progress over time. Across the nursery, levels of staff interactions are variable, so the learning that takes place is incidental rather than focused on building on what children already know and need to learn next. Not all staff confidently engage young children in conversation to support their early communication. Staff working with older children sometimes ask questions that are too complex for children's level of understanding. Despite this, children remain suitably engaged. For example, younger children fill containers in a water play activity, while older children identify shapes in the sand.

### Personal development, behaviour and welfare require improvement

Staff's weaker understanding of how to meet the care needs of younger children has an impact on children's welfare. For example, some children struggle to eat the hard skin on the fruit and staff do not offer an alternative. Despite this, staff follow babies' home routines, including those for feeding and sleep times. However, children are unable to settle to sleep quickly as staff go in and out of the sleep room to change children's nappies, which disturbs them. Children enjoy healthy meals and staff implement sound hygiene procedures when serving food. In the garden, older children navigate spaces and manage risks as they climb on large play equipment. However, staff do not plan well to support younger children's physical development. For example, they do not always take babies outside to play in the fresh air.

### Outcomes for children require improvement

Weaknesses in teaching mean that children do not make the progress they are capable of. For example, babies do not make good progress with their early communication and some older children struggle to manage their emotions and lack confidence. However, children do gain some skills that help them to prepare for the next stages of their learning. They develop suitable levels of independence, such as putting on their shoes for outdoor play and pouring their own drinks. Babies enjoy reading simple stories or splashing in water play. Older children link letter sounds to objects they find in the sand, such as seashells.

## Setting details

<b>Unique reference number</b>	131616
<b>Local authority</b>	Southampton
<b>Inspection number</b>	10108258
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	43
<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>	8 May 2019
<b>Telephone number</b>	023 8077 6655

The Trees Day Care 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. It provides free early education for children aged three and four years. The provider employs nine members of staff. The manager holds an early years qualification at level 5 and five staff hold early years qualifications at level 3.

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