

Inspection of The Family Tree Children's Day Nursery

2 Police Houses, Churchill Street, WALLSEND, Tyne and Wear NE28 7TG

Inspection date: 1 November 2019

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is good

There is a very strong focus in this nursery on promoting children's happiness, security and confidence. Parents and staff say they feel like part of a family. The manager has an in-depth knowledge of children's needs and is deeply committed to enhancing their life experiences. Children settle quickly and show that they feel safe and happy in nursery. They form close relationships with staff that support their emotional well-being very well. The manager has high expectations of staff and is committed to supporting them to develop their skills and knowledge. This has a positive impact on staff's teaching, which is good and continues to improve. However, some opportunities to extend children's learning and development to even higher levels are overlooked.

Expectations are high for all children, including those with special educational needs and/or disabilities. Appealing and challenging activities help all children to build on what they already know and can do, and they achieve well. Staff have a positive approach to managing children's behaviour, which focuses on praising them and raising their self-esteem. Older children have a secure understanding of the boundaries and rules in nursery. Babies and toddlers respond to gentle prompts and reminders from staff.

What does the early years setting do well and what does it need to do better?

- Staff plan effective adult-led activities that are focused on what children need to learn next. This, generally, helps children to develop good skills across all areas of learning. However, there are times during children's self-chosen play when staff do not extend or enhance children's learning as effectively as possible.
- Children take part in group activities, such as song and story times, and join in discussions where their opinions and views are valued. For example, they are consulted about menus and help to decide which meals will be provided. However, during some group activities, staff find it difficult to maintain children's attention. Some children are not yet able to sit and listen for the duration of activities.
- Children develop very good knowledge of how to keep themselves safe. For example, they remember rules and guidance about how to stay safe when watching fireworks. During discussions, they share ideas with staff about how to keep themselves safe when climbing.
- The manager reviews practice and is committed to ongoing improvements. For example, children currently benefit from daily experiences outdoors during visits to local play areas and on other outings. The manager has plans to develop a dedicated outdoor space to support those children who prefer to learn outdoors even more effectively and consistently.
- Staff support children to share, take turns and be kind to each other. Children

develop early friendships and seek out others to share their experiences. They work together during activities and help one another.

- Older children show particularly good skills in literacy. They show an interest in letters and the sounds they make, and some children make good attempts at writing their name.
- Partnerships with parents and other professionals are a distinct strength. A cohesive approach to supporting children and their families helps to ensure that all children are supported to reach their full potential. Parents describe the nursery as 'second to none' and talk about how staff have helped them to overcome significant difficulties.
- Links with the local community are well established. Children learn about the needs and values of others. For example, they get involved with fundraising events and visit local places of interest.
- Children take part in regular exercise, such as dance and yoga sessions. They benefit from nutritious, home-cooked meals and chat to staff with confidence about foods that are good for them. They show great independence in self-care routines and understand the reasons for handwashing. This helps to promote their good physical health.
- Children show curiosity and motivation to learn from a young age. Babies keenly investigate and explore their surroundings. Toddlers concentrate as they fill and empty containers with conkers. Pre-school children try out different ways to use a range of tools and resources while making masks.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that they and staff stay up to date with current legislation and procedures. For example, they attend local information sessions and all staff complete comprehensive training. Staff have a secure knowledge of signs that can indicate that a child is at risk of harm and know what to do if they are concerned about a child's welfare. Recruitment procedures are rigorous and ongoing checks help to ensure that staff remain suitable for their role. The nursery works with other agencies, such as the police and children's social care, to help to develop further services to support children at risk of harm.

What does the setting need to do to improve?

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

- strengthen staff's interactions with children during their independent play to enhance and extend children's learning to even higher levels
- consider children's listening and attention skills even more consistently when planning group activities, ensuring that all activities are appropriate and effective for the children taking part.

Setting details

Unique reference number	EY551605
Local authority	North Tyneside
Inspection number	10127525
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 to 4
Total number of places	72
Number of children on roll	50
Name of registered person	Rogers, Kelly Jacqueline
Registered person unique reference number	RP551604
Telephone number	07720299105
Date of previous inspection	Not applicable

Information about this early years setting

The Family Tree Children's Day Nursery registered in 2017. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and above, including the manager who holds a relevant level 6 qualification. The nursery opens from Monday to Friday for 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery provides care and education to children with special educational needs and/or disabilities.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The manager showed the inspector around the nursery. She talked about how the nursery is organised and about the curriculum.
- The inspector observed staff's teaching and assessed the impact on children's learning and development.
- The inspector spoke to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of their views.
- The manager and inspector met to discuss leadership and management of the nursery. The inspector looked at a range of documents, including evidence of the suitability checks carried out on staff.
- The manager and inspector observed an activity and evaluated it together.

We carried out this inspection 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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