

Inspection of The Trees Day Care Nursery

The Trees Nursery, 50 Westwood Road, Portswood, Southampton, Hampshire
SO17 1DP

Inspection date:

22 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children feel safe, welcomed and happy in this friendly nursery. Staff get to know children's learning needs generally well and provide play opportunities for them to enjoy. Babies are particularly well cared for because staff give them a lot of attention and provide for their needs. They keep to the babies' routines of feeds, sleep and play, which helps nurture their growth and physical development positively. However, overall, the quality of education across the age groups does not make sure all children achieve well. Some staff have high expectations of what they want children to learn and what they can achieve, while others are not as knowledgeable. Consequently, not all children benefit from meaningful learning experiences across the early years foundation stage curriculum. However, children's personal social and emotional development is good. Children very much enjoy coming to nursery, showing good behaviour and an eagerness to learn. Staff understand the characters of the children, for example those who are shy or need extra emotional support, particularly in the toddler room. Toddlers snuggle in to their special person for cuddles and sensitive care when unknown visitors arrive to watch them play. Older children learn to be independent, for example at lunchtime when they follow the routine well. Children have regular opportunities to be physically active.

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

- Staff create a warm, home-from-home atmosphere at the nursery. They are very caring towards the children and develop strong bonds with them. Children are very relaxed and settled. The strong key-person approach supports children's emotional needs particularly well.
- The nursery is going through a period of change to management. Although exciting improvement plans have been identified, they have not been fully implemented. The acting managers are in the process of developing staff's teaching practice and the learning environment for older children. They accurately identify the quality of the provision as requiring improvement.
- Children are well behaved and pre-school children play well together. They develop good social skills, respect each other and understand the rules and boundaries. For example, staff use a sand timer to help children take turns during an imaginative game.
- Staff receive coaching and supervision opportunities but the full effect of this has not raised the quality of their teaching to a consistently good level. Staff have some understanding of how to support children with special educational needs and/or disabilities (SEND). However, the managers have not made arrangements for a member of staff to act as special educational needs coordinator.
- The quality of education is variable throughout the nursery. Some staff have a good understanding of how children learn, while others have a less secure

knowledge. Staff do not plan activities and learning experiences well enough to build on what children already know and can do. For example, pretend shop play lacks staff challenge and an emphasis on mathematics for pre-school children.

- Children relish the home-cooked, nutritious meals at lunchtime. Older children sit together in a sociable family group. They show confidence, chatting to their friends and staff. Babies are strapped safely into their high chair and enjoy their food, showing big smiles between mouthfuls.
- Staff working with the younger children talk and sing songs with them. However, their interactions and teaching skills lack a strong emphasis on children quickly building up a rich vocabulary. This is because not all staff model language well, for example in play and the routines.
- Partnerships with parents are good. Parents report about the positive communication between the staff and themselves about their children. Parents receive newsletters that contain general information to support home learning. However, this is not specifically tailored to individual families and children's needs to help support learning at home more successfully.

Safeguarding

The arrangements for safeguarding are effective.

Over the last six months, the management team has given a higher emphasis to the safeguarding and welfare of children. All staff have been re-trained to understand the procedures they must follow if they are concerned about a child's welfare or are worried about an adult. The staff recall correct child protection procedures, including following up on children's existing injuries carefully and the use of mobile phones in the nursery. They are knowledgeable about wider safeguarding issues, such as families with extreme views and illegal cultural practice on females. The managers demonstrate improved practice when recruiting new staff. They put greater emphasis on vetting staff, including completing the required suitability checks. Available documentation for inspection is organised well, particularly with regard to the safe recruitment of staff.

What does the setting need to do to improve?

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

	Due date
improve the support, coaching and training for staff to help raise the quality of teaching to a consistently good level for all children, including those with SEND	23/01/2020

continue to evaluate and improve the quality of education across the nursery, with particular emphasis on developing staff's skills in supporting younger children's language development and improving the learning environment for older children.	23/01/2020
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To further improve the quality of the early years provision, the provider should:

- strengthen partnership with parents by expanding on home learning opportunities and tailoring these more to children and families' specific needs.

Setting details

Unique reference number	131618
Local authority	Southampton
Inspection number	10129603
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	82
Number of children on roll	38
Name of registered person	White Horse Child Care Ltd
Registered person unique reference number	RP520766
Telephone number	023 8067 8888
Date of previous inspection	19 January 2017

Information about this early years setting

The Trees Day Care Nursery registered in 1994 and is part of a privately owned chain. It operates from a large house in Southampton. The nursery is open Monday to Friday from 7am until 6pm, all year round. It employs 10 staff who work directly with the children, six of whom hold relevant qualifications in childcare at level 3 or above. The nursery is in receipt of funding to provide free nursery education sessions for children aged two, three and four years.

Information about this inspection

Inspector

Lorraine Wardlaw

Inspection activities

- The inspector conducted a learning walk with the acting managers to discuss how they organise the early years provision, including the aims and rationale for the curriculum.
- The inspector conducted a joint observation with the acting managers and evaluated the quality of teaching.
- The inspector observed children playing and learning, and talked to children and staff.
- The inspector spoke to a sample of parents to gain their views about the setting.
- The inspector held a leadership and management meeting with the acting managers to discuss safeguarding arrangements, and sampled documentation.

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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