

# Inspection of Tall Trees

Tall Trees, The Sycamores, Scawthorpe, Doncaster, South Yorkshire DN5 7UH

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Inspection date: 19 May 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

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**

The manager understands what the curriculum should look like and what children need to learn. However, this is not embedded within practice. This is because there are a lot of new staff and they do not effectively plan learning to meet the developmental needs of all children. This means they are not consistently building on what each child already knows and can do.

Children are dropped off at the main door and are welcomed warmly by staff. They have formed good relationships with staff and they feel safe and secure in their surroundings. Babies enjoy having stories read to them while sitting with staff. Staff encourage children to repeat the animal sounds they hear in the story, promoting their early language skills.

Staff are deployed effectively to ensure the individual care needs of children are met. Older children benefit from plenty of fresh air and have outdoor spaces in which they can move around freely. Children access rooms where resources are available, allowing them to make choices in their play. Children's behaviour is good. Turn taking is encouraged in group activities, however, at times these activities are rushed and have no clear focus. This means that children are not sufficiently challenged and do not always have the time to become engaged with an activity.

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

- Staff do not always have a clear focus on what they want the children to learn, which fully takes account of individual children's needs and abilities. For example, staff plan an activity to make resources for the Queen's Jubilee celebrations. However, a very similar activity is delivered to the babies and then the older children. Staff explain their intent is for children to have fun and to express themselves. They do not identify how the activity supports individual children's next steps in learning. While children have fun as they explore with paint, they are not sufficiently challenged.
- Children, at times, show good levels of engagement. For example, babies spend time building up towers and knocking them down again. Staff are supportive and use language which encourages their communication and mathematics skills. For example, they count the bricks and introduce words, such as big and little.
- Some staff understand how to support children with special educational needs and/or disabilities (SEND). However, children's key persons, who know the children best, are not always working directly with them. Therefore, while appropriate strategies are in place to support children with SEND, these are not always effectively implemented by all staff.
- Activities are planned that are fun and they are adjusted to take into account children's emerging interests. However, staff do not use their professional

judgement and listen to children's cues to decide when an activity should come to an end. This results in some children becoming restless, as the activity is too long for them. Other children have the activity cleared away while they are still taking part.

- The manager has a clear vision of what she would like to achieve for the nursery. However, she has not been in the post long enough to implement these changes. She has plans in place to ensure all staff receive regular supervisions and performance management reviews. The nursery has a lot of new staff, who are still getting to know the children. However, the manager recognises the strengths of individual staff and supports them with their training.
- The routine of the day is well planned, which makes children feel safe and secure. This means the day runs calmly and smoothly, as children know what is happening next. However, at times children are not provided with equipment that supports their independence. For example, even though older children are capable of drinking from a cup with no lid, these are not provided for them to drink from.
- Parents are happy with the service provided and know who to speak to if they have a concern. They are happy with the information they receive. The nursery has a good settling-in process, which means staff work closely with parents when a child first starts. Communication with parents was maintained during the COVID-19 pandemic. Staff planned online stories and made telephone calls to keep in touch with all families.

## Safeguarding

The arrangements for safeguarding are effective.

The manager has a good understanding of how to keep children safe and is aware of her duty to report any concerns. Staff have received safeguarding training and are aware of their responsibilities. Staff know the signs of abuse and how this would be dealt with if they had a concern. Staff also understand their responsibilities around wider safeguarding issues, such as the 'Prevent' duty. There is a clear mobile phone policy in place and staff are made aware of this at their induction. Staff are clear about what they would do if they had a concern about another member of staff. Robust recruitment processes are in place. This helps to ensure that staff are suitable to work with children.

## What does the setting need to do to improve?

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

	<b>Due date</b>
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ensure staff consistently implement strategies that have been put in place to support children with SEND	31/07/2022
ensure staff use their knowledge of individual children to plan activities which are developmentally appropriate and sufficiently challenging.	31/07/2022

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

- support staff to recognise children's engagement during activities, so that they respond accordingly
- support children's growing independence by allowing them to use equipment, which is appropriate for their stage of development.

## Setting details

<b>Unique reference number</b>	EY307107
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10225896
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Richardson, Elizabeth Pauline
<b>Registered person unique reference number</b>	RP511348
<b>Telephone number</b>	01302 782981
<b>Date of previous inspection</b>	8 September 2016

## Information about this early years setting

Tall Trees registered in 2005 and is located in Doncaster. The nursery employs seven members of childcare staff, five of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Thursday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Whiting

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a creative activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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