

Inspection of Dean Close Little Trees Day Nursery, Tutshill

Castleford Hill, CHEPSTOW NP16 7LE

Inspection date: 18 August 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has failed to monitor the nursery adequately, and consequently has not identified numerous breaches in requirements. The provider does not ensure that staff fully understand their responsibility to keep children safe. At times, staff fail to implement the nursery's risk assessment procedures. Staff do not ensure that children are supervised at all times and are within their sight or hearing. These weaknesses put children's safety and well-being at significant risk of harm.

The leadership and management of the nursery is weak. The educational programmes are embedded effectively in the pre-school room, and older children become deeply absorbed in activities. However, staff working with the younger children do not implement the curriculum well enough to extend children's enjoyment and learning.

The key-person system and communication with parents is not effective. Since the COVID-19 restrictions have been lifted, parents are now able to enter the premises to collect their children. However, they state that information about their children's care routines is not always shared with them in a timely manner. Most parents do not know who their child's key person is, and they state they are not kept up to date about their child's individual next steps in development, learning and progress.

The special educational needs coordinator (SENCo) works with other professionals as required to implement intervention plans to help those children with special educational needs and/or disabilities (SEND) and to close gaps in learning and development. Staff are friendly and kind. They teach children to share and take turns. The youngest babies benefit from a calm and settling environment. Children are happy to make choices in their play and explore the resources on offer.

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

- The provider does not ensure that the required staff qualification ratios are met. There are numerous occasions where there is only one qualified member of staff in a base room and other staff are unqualified. This does not meet the requirement to ensure that at least half of all staff other than the manager hold an approved level 2 qualification. At times, all staff working with children in the pre-school room are unqualified.
- Despite previous concerns being raised about children's safety outdoors, managers fail to ensure that staff follow the nursery's risk assessment procedures on outings. For example, when staff take young children to the 'tepee garden', they do not deploy themselves effectively to prevent children they are responsible for leaving the area unsupervised. They do not notice that a

young child is missing for a long period until the child is found and returned by school staff.

- Staff are not vigilant with regards to the nursery's food and drink procedures and consequently do not promote children's good health. For example, they do not check food labels before giving babies their snack to ensure individual dietary needs are met. Staff do not notice when babies leave the snack area with food in their mouth or hand. Staff do not supervise toddlers well enough. At times, toddlers wander around the playroom drinking milk from a bottle with a teat, unnoticed by staff. These weaknesses not only put young children at risk of choking but also put others who have allergies at significant risk of harm.
- The provider does not monitor staff practice adequately to ensure that the quality of the curriculum supports children's learning effectively. In addition, the provider does not ensure that staff receive targeted training and coaching to help them support children to make sufficient progress. There has been a high staff turnover throughout the nursery during the COVID-19 pandemic. The quality of staff's practice is inconsistent. For example, some of the younger children and babies spend significant periods with limited interactions from staff. Partnerships with parents are poor. Key persons do not keep parents sufficiently informed about their children's care, learning and development.
- Older children are confident communicators and demonstrate good listening skills. They are engaged in their learning as they concoct mud 'smoothies' in the outdoor kitchen. The room leader reinforces children's learning, supporting them to experiment with natural resources to make a 'straw'. When children proudly show staff their creations, the room leader extends their language and explains, 'you've made a dual straw, that means two people can use it at the same time.'
- Staff support babies to join in with action songs, such as 'Wind the bobbin up'. Babies babble and say simple words, and staff talk to them about the pictures in books. However, staff do not make full use of opportunities to provide babies with new words to develop their early language, such as when babies play with toy animals. Staff get down to young children's level and chat with them as they make pretend meals in the toy kitchen. Some young children shake tambourines enthusiastically and move their bodies to the rhythm during singing activities. However, staff struggle to engage the most-able young children, who become bored and wander between resources. When older toddlers play with toy vehicles on a track, staff ask them, 'where's the ambulance going?' to encourage them to talk. However, staff do not extend the conversation to support developing language skills further.
- Children develop their physical skills. Babies enjoy banging wooden blocks together, shuffle on their bottoms to reach resources, and pull themselves to standing on the wooden ramp. Young children persevere to undo different locks on an activity board. Older children show good coordination and concentration skills as they thread pasta tubes onto 'spikey' pipe cleaners to make bracelets. Older children work cooperatively together to balance the pipe cleaners across one another. They demonstrate an understanding of cause and effect when they say, 'it's getting too heavy, don't knock them off'.
- Children gain independence and self-care skills in readiness for the next stage in their education. Two-year-olds learn to take off and put on their shoes. Older

children are toilet trained and help themselves to water when they are thirsty.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff understand their role and responsibility to keep children safe and support their welfare. Weaknesses in implementing risk assessment procedures for outdoor play, food and drink, and the supervision of children, put children at significant risk of harm. The provider does not monitor staff deployment adequately to keep children safe. Nevertheless, the provider implements robust recruitment procedures to ensure that staff are suitable to work with children. Staff have a suitable knowledge of the indicators that may suggest that a child is at risk of abuse. They know the correct procedures to follow to report any safeguarding concerns.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure staff supervision monitors staff practice and provides effective support and training to help them understand their role and responsibility to keep children safe	02/09/2022
ensure staff supervise children adequately to keep them safe and that children are always within sight or hearing of staff	02/09/2022
ensure that staff are deployed effectively to keep children safe and to meet their individual care and learning needs	02/09/2022
ensure that the required staff qualification ratios are maintained at all times for staff working directly with children, to support children's welfare and promote the best possible outcomes	02/09/2022

ensure staff implement risk assessment procedures and follow the nursery's policies and procedures to keep children and staff safe	02/09/2022
ensure staff act on information from parents about children's special dietary requirements to promote their good health and welfare	02/09/2022
ensure staff recognise hazards on outings, including hazards within the school grounds, and take effective action to minimise risks to keep children safe	02/09/2022
improve the key-person system to build and maintain effective partnerships with all parents, to ensure they receive adequate information about their children's care, learning and development.	02/09/2022

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

	Due date
provide staff with effective support and coaching to improve the quality of their teaching for the babies and younger children to a consistently good level, to promote children's engagement and learning.	31/10/2022

Setting details

Unique reference number	EY494618
Local authority	Gloucestershire
Inspection number	10250221
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	75
Number of children on roll	88
Name of registered person	Dean Close Nurseries Limited
Registered person unique reference number	RP534969
Telephone number	01291 628344
Date of previous inspection	17 October 2017

Information about this early years setting

Dean Close Little Trees Day Nursery Tutshill re-registered in 2015 under new ownership. The nursery is open Monday to Friday, from 7.30am to 6pm, all year round, with the exception of bank holidays. A team of 20 staff work with the children, including the manager who holds an early years qualification at level 3. One staff member holds qualified teacher status, one holds an appropriate qualification at level 5, four staff hold an appropriate qualification at level 3, and 13 staff are unqualified. The provider receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager in charge on the day of the inspection completed a learning walk with the inspector of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided throughout the nursery, and assessed the impact that this was having on children's learning.
- The inspector interacted with children during the inspection. She talked to staff and parents, and took account of their views.
- The manager in charge on the day of the inspection carried out two joint observations 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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