

Inspection of Magic Tree Private Day Nursery and Pre-school

St Paul's Catholic Primary School, Sundridge Park, Yate, BRISTOL BS37 4EP

Inspection date:

12 October 2022

Overall effectiveness

Requires improvement

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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Older children show they feel safe and secure in the nursery. They confidently engage in activities, concentrate well, and talk freely to the adults about their play. However, some younger children do not have suitable settling-in sessions, and this leaves them feeling unsettled and at times distressed. While staff are kind, caring and offer support to help them feel calm, this leaves other children to their own devices. At times, younger and less verbal children receive little interaction from staff and wander around with little to do, which does not support their learning.

The curriculum is not coherently planned and sequenced to enable all children to make the best possible progress. The manager does not ensure that staff consistently focus teaching on helping all children achieve their individual next steps in learning, particularly the younger children. This includes children who learn English as an additional language, and those at risk of falling behind.

Staff have suitable expectations of the children. Young children learn to feed themselves and help themselves to drinks. Older children are helped to find their names on their place mats and to use cutlery when eating. However, some hygiene routines are overlooked in the baby room. Staff do not encourage babies to wash their hands prior to eating and do not always wash children's dummies, when those have fallen on the floor. This does not teach young children good self-care skills.

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

- The manager has struggled to recruit experienced and qualified staff following the COVID-19 pandemic. However, she does not effectively use supervision and coaching to raise the quality of teaching to a consistently high level. While staff receive one-to-one meetings and have targets for improvement, these do not focus on improving their teaching practice. Therefore, support for children with little communication is not good enough to help them catch up.
- Partnerships with parents are positive. Following COVID-19 pandemic restrictions, they now enter the nursery to drop off and collect their children. Parents report this enables them to have conversations with staff about their children's day and to see their children playing with others. Parents state they are informed about their children's progress via an online application, which helps them know what their children's next steps are.
- Children's behaviour is good. Staff are good role models and are polite and respectful. They offer children praise and encouragement, for example by saying 'good sharing', which boosts their self-esteem. Children learn to share and take turns in their play. Staff acknowledge children's emotions and help them learn how to manage their feelings, such as by using coloured jars to help them understand how they feel.

- Children enjoy regular outdoor play and toddlers, and pre-school children can play outside in the fresh air when they want. Children spend time exploring various matter, such as sand, water and soil using various utensils and containers. Staff support children's early mathematical language as they fill and empty containers. Other children confidently negotiate space, as they ride around on tricycles or balance on beams to develop their core strength.
- Overall, staff support children's literacy skills well. Older children concentrate when listening to stories and talking about what they can see in the pictures. Younger children benefit from stories and singing and show their excitement, as they clap hands when they know it is time to choose their songs. However, there is less support for those children who have little speech and language to join in and benefit from these sessions. Children confidently use a range of tools to develop their hand muscles in readiness for early writing. They use chalk on the large board outdoors, draw with pens and pencils and use brushes and sponges for painting.
- Staff attend training and use what they have learned to implement new ideas into the rooms. They report that the manager supports their well-being effectively. They say they feel valued and can talk to the manager at any time. Staff appreciate the 'employee of the month scheme', which parents contribute to. This keeps them motivated and they enjoy their time with the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a suitable knowledge of child protection and safeguarding issues. They know what to do if they are concerned about a child's well-being or the conduct of a colleague. Recruitment procedures are robust in checking staff's suitability for their role. Staff-to-child ratios are met, and they are deployed well to supervise children. The manager logs and responds to complaints and monitors accidents for any trends. Staff check for and minimise any hazards to children, so they can play in safety.

What does the setting need to do to improve?

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

	Due date
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<p>raise the quality of planning and teaching to a consistently good level so that all children, including those children who learn English as an additional language and those with gaps in their learning, make the best possible progress</p>	<p>30/11/2022</p>
<p>use coaching and support effectively to monitor the quality of teaching and focus staff's professional development, to raise the quality of teaching to a consistently good level.</p>	<p>30/11/2022</p>

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

- review settling-in procedures and tailor them to the individual child so that they can form secure bonds with the adults who care for them
- promote positive hygiene routines consistently across the nursery to further support children's understanding of healthy practices.

Setting details

Unique reference number	EY477249
Local authority	South Gloucestershire
Inspection number	10257544
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	61
Number of children on roll	110
Name of registered person	Little Acorns (South West) Limited
Registered person unique reference number	RP904196
Telephone number	01454 329582
Date of previous inspection	27 February 2020

Information about this early years setting

Magic Day Tree Nursery registered in 2014. It is one of several nurseries owned by Little Acorns (South West) Ltd. It operates from a building on the site of St Paul's Catholic Primary School in Yate, South Gloucestershire. The nursery opens from 7.30am until 6pm each weekday throughout the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 19 members of childcare staff; one has an appropriate childcare qualification at level 4, seven hold appropriate early years qualifications at level 3 and two hold qualifications at level 2. The remaining staff are unqualified, although some are currently on or due to begin relevant training programmes.

Information about this inspection

Inspector

Charlotte Jenkin

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 manager and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- Parents/carers shared their views of the nursery with the inspector, who took account of their views.
- The inspector observed the quality of education being provided, both indoors and outdoors, and the impact this was having on children's learning.
- The manager and the inspector carried out a joint observation of story-and-singing time.
- 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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