

Inspection of The Learning Tree Day Nursery

Eckweek Road, Peasedown St. John, BATH BA2 8EQ

Inspection date: 7 October 2022

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Outstanding |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Good |

What is it like to attend this early years setting?

The provision is good

Children are enthusiastically welcomed into the setting. Children are happy and show high levels of confidence as they enter the nursery, ready to explore their surroundings. Children excitedly explore indoors and outdoors freely with a range of activities to spark their interest. For example, in the garden, staff provide wooden blocks alongside real hammers and nails. Children have a strong can-do attitude, attempting to get the nail in the wood. This shows children feel safe and secure in their environment, with a sense of belonging and engagement.

The staff provide a well-founded key-person approach promoting children's emotional well-being. Staff are highly responsive to children's needs. Expectations of behaviour are consistent and fair. Children show high levels of confidence in social situations. For example, children wait patiently for their turn on a see-saw outside. Children access a large sand timer independently, using it as a shared visual guide.

Children with special educational needs and/or disabilities (SEND) receive an exceptional amount of support from all staff. Staff share resources for parents to use in the home, for example, a bag of sensory items. Staff support children with SEND to follow their individual routines, developing their understanding of what happens now and next, further supporting their development and progress.

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

- Parents speak very highly of the setting and staff members; they report that communication is extremely effective, that staff 'go above and beyond' and that 'the door is always open'. They receive regular updates about their child's learning, development and daily activities. The regular exchange of information between parents and staff about children's interests helps staff to enrich children's experiences. Parents state that, 'The Learning Tree is a fantastic nursery' and 'there is nowhere else they would want their child to be.'
- The management team lead the ambitious and well-planned curriculum with enthusiasm and knowledge. They support staff to achieve the best outcomes for all children. Staff support learning through interest-based play. Children have the freedom to make their own choices during play, with positive interactions from staff.
- Babies show high levels of attachment and security, smiling and seeking comfort from staff when needed. They are cheerful and engaged in the activities provided. For example, while staff sing with musical instruments, babies use the musical shakers in excitement and move their whole bodies. Staff meet children's individual care needs well, such as by following routines from home and regularly communicating with parents through verbal handovers and daily

written sheets.

- The provider and manager ensure all staff feel valued. Staff speak highly of the support and opportunities they receive, including training to support their individual professional development. Leaders also offer peer-on-peer observations and regular supervision to identify individual teaching needs.
- Staff provide extra-curricular activities for children, for example, yoga and rugby tots. Children have regular opportunities to access their local community, such as visits to the local sensory group and schools. Children confidently find their own shoes and coats before outings. On return from a walk, children engage in a hygiene routine, washing their hands. Children are highly independent in managing their self-care needs.
- Staff provide a range of activities to engage children, for example, play dough and circuits. Children link the wires into play dough which are connected to a light bulb and noise box. Staff encourage children to problem solve, adding the different connectors into the play dough. Children discover the correct sequence to make them work. Children share their achievement with one another and staff. However, staff do not always make full use of opportunities to encourage the quieter children to join in with activities, to further increase their level of engagement and challenge their learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff are confident in identifying signs and symptoms that may indicate a child is at risk of harm. The management team and staff are aware of their responsibilities to recognise inappropriate behaviour from adults. Staff have clear knowledge of how to report concerns about a child's welfare or colleagues. The setting has secure procedures in place when recruiting new staff. Leaders undertake a thorough induction process to ensure the suitability of new staff.

What does the setting need to do to improve?

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

- develop adult-focused activities more precisely to engage quieter children in meaningful play and opportunities at all times.

Setting details

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| Unique reference number | EY468195 |
| Local authority | Bath and North East Somerset Council |
| Inspection number | 10233126 |
| 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 | 37 |
| Number of children on roll | 74 |
| Name of registered person | The Learning Tree Nursery (PSJ) Limited |
| Registered person unique reference number | RP905986 |
| Telephone number | 01761 431 073 |
| Date of previous inspection | 24 January 2017 |

Information about this early years setting

The Learning Tree Day Nursery is located in Peasedown St John, near Bath. The nursery registered in 2013. It operates from Monday to Friday, 7.30am until 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. There are 16 staff who work directly with the children; of these, 14 staff hold recognised early years qualifications at levels 2, 3 and 4. The manager holds a postgraduate certificate in education.

Information about this inspection

Inspector
Vicky Burns

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- A learning walk was carried out with the manager to understand how they deliver the curriculum.
- The inspector talked to the setting's special educational needs coordinator about how they support children with SEND
- The opinions and views of parents were considered during the inspection.
- A sample of documentation reviewed during the inspection, including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching through observations while evaluating the impact it has on children's learning.
- A joint observation was carried out with the manager.
- The inspector talked to the staff and children and took their views into account.
- The inspector held a leadership and management discussion with director and manager.

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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