

Inspection of Tree Tots Nursery Kirkham

Field View, Freckleton Road, Kirkham, Preston PR4 3RB

Inspection date: 12 December 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

Children's safety is compromised at this nursery. This is due to the management team not taking all reasonable steps to ensure that children are not exposed to risks. The risk assessments in place do not identify effectively areas of the environment that need to be checked on a regular basis. For example, the toilets that children use independently have nappy sacks, creams, plastic gloves and plastic aprons stored at low level. Furthermore, staff do not support children to manage their own risks or support them to learn how to keep themselves safe. Therefore, children run inside and climb on furniture. In addition, the management team does not always ensure that staff are trained to understand the safeguarding policy and procedures, in particular the procedures for reporting concerns about the welfare of children.

Despite these weaknesses, children are generally happy and play well on their own or with their friends. Children learn some ways to keep themselves healthy. They have nutritious, home-cooked meals, such as vegetarian chilli and rice. Some staff encourage younger children to take turns while using large soft-play equipment. However, staff do not always have high expectations for children's behaviour or learning. Therefore, children do not always make the progress they are capable of.

Members of the newly appointed management team demonstrate that they are passionate and have plans in place to make improvements to the nursery. However, these have either not been implemented or are not embedded.

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

- The management team has a curriculum intent in place across the nursery. However, this is not always ambitious or coherently planned and sequenced to support children with their individual learning needs. Staff identify gaps in children's learning. However, they do not implement plans effectively to bridge these gaps during children's play and activities. Therefore, not all children are ready for their next stage in learning.
- The quality of education and teaching across the nursery is inconsistent. Staff do not always support all children to develop high levels of engagement or involvement in activities. Some children move from one space or activity to another very quickly. Staff facilitate children's play. However, they do not plan purposeful or meaningful learning experiences for children to support them to extend their learning.
- Some staff support children with their communication and language. They read stories and model some language to children. However, this is not consistent with all staff. Staff do not always support children to engage in good levels of interaction during their play or during routines. Therefore, children are not

always making good progress with their speech and language development.

- There is a special educational needs coordinator (SENCo) in place. Staff have targeted plans in place for children with special educational needs and/or disabilities (SEND). They plan one-to-one sessions to support children with their targets. However, the management team do not ensure that staff always support children with these targets outside of these tailored sessions. Therefore, children's needs are not always met.
- The environment can at times become disorderly. Staff intervene in conflicts between children, telling them what to do to resolve them. However, staff do not always support children to learn how to think for themselves and resolve their own conflicts. Furthermore, staff do not help children to learn how to regulate their own emotions and understand how their actions impact others. Consequently, children repeat the same patterns of behaviour.
- The management team has not taken reasonable steps to ensure that children have access to the outside, even in cold temperatures. Due to recent icy conditions, leaders decided it was not safe for children to play in the nursery outdoor area. However, leaders have not put any measures in place to remove or minimise the risk, or to plan alternative ways for children to play outside. Staff acknowledge that this has had an adverse impact on children's behaviour.
- Existing staff have access to online and face-to-face training courses. The management team has induction training in place for new staff. However, management do not always ensure that training has been effective and that staff have understood and retained the information they have been given. Consequently, there are gaps in staff knowledge and understanding, in particular around safeguarding and risk assessments.
- The newly appointed management team has introduced staff supervision meetings. However, these are not yet embedded. Therefore, the management team does not always identify specific training needs or appropriate targets for staff. For example, the management team does not always support staff effectively to help children with their individual learning needs. Furthermore, management does not always ensure that staff understand how young children learn.
- Parents speak positively about the staff. They are aware of who their children's key person is. Parents feel confident to talk to the management team about concerns and feel that the manager responds appropriately to these.
- During the inspection, members of the management team demonstrate that they have recently put effective measures in place to ensure that all staff working with children are suitable. Furthermore, systems have been put in place to check the ongoing suitability of staff.

Safeguarding

The arrangements for safeguarding are not effective.

The management team is not able to demonstrate how risks are being managed effectively. The risk assessments in place are not effective in identifying hazards or informing staff practice. At times, the safety check lists in place are not completed.

Risk assessments do not identify how risks will be removed or minimised. Consequently, children are exposed to risks in the environment. Staff do not have a good enough knowledge and understanding of their role and responsibilities, with particular regard to risk assessments. The management team and staff have a sufficient knowledge and understanding of the potential signs and symptoms of abuse. Staff know how to report concerns to the designated safeguarding leads in the nursery. However, some staff do not have an adequate knowledge and understanding of how to report concerns about the welfare of children outside of the nursery. In addition, some staff are not clear on the roles and responsibilities of other professionals involved in the welfare of children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that all reasonable steps are taken to make sure children are not exposed to risks, that risk assessments identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised	28/12/2022
ensure that all staff are trained to understand the safeguarding policy and procedures and that they all have up-to-date knowledge of how to report concerns about the welfare of children	28/12/2022
ensure staff have a clear understanding of their roles and responsibilities, including new staff through induction training, with particular regard to risk assessments and safeguarding	28/12/2022
ensure appropriate arrangements are put in place for the supervision of staff who have contact with children and that this is effective in fostering a culture of continuous improvement	28/12/2022

ensure that staff have effective systems in place to support children to learn how to regulate their own emotions and understand how their actions impact others	28/12/2022
ensure children have access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken on a daily basis	28/12/2022
ensure all staff consider the individual needs, interests and development of each child in their care, and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development.	28/02/2023

Setting details

Unique reference number	EY360154
Local authority	Lancashire
Inspection number	10266277
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 at time of inspection	0 to 4
Total number of places	90
Number of children on roll	84
Name of registered person	Tree Tots Nursery Limited
Registered person unique reference number	RP906217
Telephone number	01772 673600
Date of previous inspection	7 February 2020

Information about this early years setting

Tree Tots Nursery Kirkham registered in 2007 and is situated in Kirkham, Lancashire. The nursery is open on weekdays, all year round, from 7.30am to 6pm. There are 10 members of childcare staff. Of these, eight hold full and relevant qualifications. The nursery provides free early education places for eligible two-, three- and four-year-old children.

Information about this inspection

Inspector

Suzanne Fenwick

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 management team 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 management team and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the nursery.
- Staff spoke to the inspector during the inspection.
- The SENCo spoke to the inspector about how they support children with SEND.
- 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 group activity with the manager.
- Parents shared their views of the nursery with the inspector.

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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