

# Inspection of Rose Tree Day Nursery Ltd

484 Old Chester Road, Rock Ferry, Birkenhead CH42 4PE

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Inspection date:

8 November 2022

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## **Overall effectiveness**

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## **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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Despite inconsistencies in the quality of teaching, children arrive happy and settle quickly. Staff welcome children warmly and they soon feel reassured and secure. Staff plan activities based on children's interests. However, they do not focus enough on what skills and knowledge they would like children to learn. While children enjoy participating in these activities, they are not effectively supported to make the progress of which they are capable.

Children interact confidently with staff and their peers. They show intense concentration as they build a tower with foam bricks, and persevere when it falls down and they have to start again. Some staff support early mathematical skills and encourage the children to count the number of bricks in the towers. Others are less skilled in recognising opportunities to extend children's learning as they arise. Nevertheless, children demonstrate that they enjoy their time at the nursery.

Children thoroughly enjoy playing outdoors. They develop their physical skills as they roll big tyres across the grass and ride tricycles around obstacles. Children are learning to safely negotiate space and staff remind them to 'watch out for their friends' as they play. Children are demonstrating positive attitudes to learning.

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

- The management team has some awareness of the skills and knowledge they would like children to develop. However, the curriculum is not ambitious enough or effectively shared with staff. This results in staff not always delivering a clear, sequenced curriculum, which successfully builds on children's prior learning.
- The nursery does not have a securely embedded key-person system in place. Staff say they all know the children well. However, although some staff have a good understanding of children's individual needs, others do not. Some children, including those with special educational needs and/or disabilities, do not have a key person allocated on joining the nursery. This means they are sometimes left with little interaction and support.
- Generally, children behave well. Staff teach children to 'use their kind hands' as they play alongside their friends. Older children show kindness to young children and make space so they can draw alongside them. There are times, however, when some children struggle with sharing and taking turns, and staff do not always address this. This means that there is not a consistent approach to teaching children the expectations for their behaviour.
- Children take pride in their achievements and are eager to take their creations home to show parents. However, during larger group activities, staff do not notice where enhancements are needed in their practice, to ensure that all children remain engaged and consistently challenged.

- Staff support children to adopt healthy lifestyles. Children demonstrate what they have learned and know that 'eating apples make us big and strong'. Staff talk to the children about the importance of good tooth brushing and how to keep themselves safe online. Children learn about good hygiene practices and staff remind them to wash their hands before mealtimes.
- Parent partnership is effective. Parents are complimentary about the nursery and welcome the regular information they receive about their children's experiences. Staff share their observations on children's development, via an on-line app, to help parents continue their learning at home. Parents comment on how friendly and approachable the staff are, and they value the support they receive.
- Leaders place a strong emphasis on training but do not target this precisely to improve outcomes for the individual children. Nor do they allow the staff sufficient time to complete online training as staff ratios would be compromised. However, leaders demonstrate a willingness to make further improvements to enhance the quality of care and education provided for the children. These include the planned recruitment of further qualified staff. Staff say they feel supported in their roles because of the friendly and approachable management team.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of the signs and symptoms of abuse. All staff have completed safeguarding training and fully understand their responsibilities. They know the procedure for recording and reporting child protection concerns and are confident to implement this if necessary. They remind children to 'be careful not to slip' when running outside on the wet leaves. This teaches children about how to keep themselves safe. Suitability checks and recruitment procedures are carried out to ensure that all staff are suitable to work with children and the premises are safe and secure.

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

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

	Due date
ensure the management team identify and share with staff a clear, ambitious curriculum, which focuses on the broad range of skills, knowledge, and attitudes they want children to learn	20/12/2022

strengthen the key-person system to ensure all staff understand how to support the learning needs of children they are not key person for, so that individual learning continues when a child's own key person is absent	06/12/2022
ensure staff receive effective support, coaching and training opportunities to focus more precisely on improving their practice, increasing their knowledge of the curriculum and their interactions with the children.	20/12/2022

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

- support staff to extend and differentiate activities to ensure all of the children are suitably engaged and challenged
- improve behaviour management strategies to ensure children remain engaged in their play and learn to recognise how their feelings and behaviour have an impact on others.

## Setting details

<b>Unique reference number</b>	2600029
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10251552
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Rose Tree Day Nursery Ltd
<b>Registered person unique reference number</b>	2600030
<b>Telephone number</b>	0151 739 1328
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Rose Tree Day Nursery Ltd registered in 2020. The nursery employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, three hold level 2 qualifications, and two members of staff are completing childcare apprenticeships. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Marianne McDowell

## 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 deputy manager and inspector completed a learning walk together across all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation with the deputy manager and discussed the impact of teaching on children's learning.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.
- The inspector looked at a sample of relevant records and documentation, including evidence of staff suitability and training.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning and development.

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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