

Inspection of The Growing Tree Nursery

Pentland Way, Off Tweedale Grove, Ickenham, UXBRIDGE UB10 8TS

Inspection date: 31 January 2023

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and settle well for their day with the support of caring and welcoming staff. Staff provide a variety of interesting resources and equipment to support children's development in all areas of learning. They plan activities to build on what children already know. For example, children show an interest in builders and construction sites, and staff help them to learn more about the tools that builders use, such as the spirit level. Staff encourage children to explore tools and find out for themselves what they can be used for. This supports children's thinking and problem-solving skills very well. Staff enrich children's learning based on their interests and the experiences available to them outside of the setting.

Staff want children to achieve all that they can. They help them to develop important skills so that they are well prepared to move on to school. Overall, all children make good progress from their starting points. Children show that they feel secure as they explore the environment happily. They behave well and follow instructions. Staff are good role models of the behaviour they expect. They help children to get to know routines, which helps them to feel safe and settled. Staff encourage older children to self-register their attendance. This helps to support children to gain a sense of belonging.

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

- Staff support children's language and communication skills well. For example, they use a range of props to help to bring stories to life. Children develop a love for books as they listen attentively to familiar stories. Staff engage with children, help them to concentrate and introduce new vocabulary. Children join in regular singing and rhythmic sessions. They use a range of musical instruments, while staff play the guitar for them. This helps children to remain focused and excited about their learning.
- Key persons know their children well. They use timely assessments and observations to plan for children's next steps in learning. Staff provide activities that reflect the planned learning intentions and children's interests well. However, there are times when bank staff are not fully aware of children's skills and abilities. This means that although children are stimulated and provided with quality interactions, their learning is not always supported and extended as much as possible.
- Children's physical development is well supported. They run, balance, jump and climb while outside. Children practise the use of different tools and materials. Staff provide children with many opportunities for them to strengthen their small muscles. For instance, they explore with sand, play dough, paint and make detailed drawings.
- Children learn about how to be healthy and benefit from regular vigorous

physical activities. Children eat healthy, nutritious and balanced meals. Staff remind children to stay hydrated. However, on occasion, the organisation of some parts of a day is not fully effective. At times, staff have not fully considered how they can deploy themselves more effectively so they can sustain children's engagement at less-structured times, such as during preparation for lunch.

- Older children learn to manage their self-care needs on their own. For instance, they use the toilet themselves and dress up for outdoor play. Children happily help with small tasks, such as putting toys away after an activity. This helps them to gain a sense of responsibility and prepares them for the next stages of their learning.
- Staff support children's mathematical language and knowledge very well. Children happily explore shapes and measures, as they play with water and practise pouring. Staff help children to use rulers to measure the length and height of their creative constructions.
- The manager evaluates practice well and swiftly makes plans to address any identified weaknesses. Staff feel valued and supported by the management team. They speak about the regular training and supervision meetings, which help them to ensure that they stay up to date with their knowledge of the requirements.
- Staff work well with parents to keep them informed about their children's progress. Parents report that they receive regular updates and support on how to continue learning at home. Parents praise the welcoming and caring staff, who help children to settle well and quickly.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to protect children from harm. They confidently describe a range of signs and symptoms that may indicate a child is at risk of abuse. Staff know what to do if they become concerned about a child's welfare. They know the correct procedures if there is an allegation made against an adult working with children. Leaders follow robust recruitment procedures to help ensure that staff are suitable to work with children. Staff complete daily risk assessments to make sure that the premises indoors and outdoors are safe.

What does the setting need to do to improve?

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

- enhance the information shared with bank staff so that they can support children's learning more effectively
- review the organisation of the nursery day to ensure that children remain fully engaged and their learning is maximised.

Setting details

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| Unique reference number | EY363985 |
| Local authority | Hillingdon |
| Inspection number | 10270242 |
| 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 | 104 |
| Number of children on roll | 128 |
| Name of registered person | The Growing Tree Ltd |
| Registered person unique reference number | RP527426 |
| Telephone number | 01895 622223 |
| Date of previous inspection | 2 August 2017 |

Information about this early years setting

The Growing Tree Nursery has been operating since 1998 and registered in its current premises in 2007. The nursery is located in Ickenham, in the London Borough of Hillingdon. It is open all year round, from 7.45am to 6pm, Monday to Friday, except for bank holidays, a week at Christmas and three days for staff training each year. The provider receives funding to provide early education for children aged two, three and four years. There are 26 members of staff employed to care for the children. Of these, 22 have qualifications ranging from level 2 to level 4.

Information about this inspection

Inspector
Agnes Wink

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 the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and discussed the nursery curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account their views.
- Parents spoke to the inspector about their views of the nursery.
- The manager and the inspector carried out a joint observation and evaluated the effectiveness of teaching together.
- The inspector observed the interactions between staff and children.

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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