

Inspection of The Family Tree Children's Day Nursery

2 Police Houses, Churchill Street, WALLSEND, Tyne and Wear NE28 7TG

Inspection date: 21 March 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The nursery is welcoming for children and their families. Children form warm and trusting relationships with the friendly staff, who are calm and nurturing. Staff are good role models, who help children to develop confidence and respect for others. Children happily approach staff to involve them in their play. Babies reach out for a cuddle when they are happy or need reassurance.

Children's behaviour is very good. Staff support children's positive behaviour through regular praise and encouragement. They teach children to use good manners and consider the needs of others. Children play and learn well together.

Children have free access to a range of play equipment and activities, indoors and outdoors. They are independent and make choices about what they would like to play with. Staff take great pride in the improved learning environments and make activities stimulating and attractive to the children. For example, babies show curiosity and delight as they explore the feel and sound of musical instruments. Children thoroughly enjoy playing with huge cardboard boxes. They use their imaginations, exclaiming, 'I'm in space!' and 'Look in my house.' Older children dig in the growing area, pretending to plant the daffodil bulbs they grew as Mother's Day gifts. Children are eager and curious to learn.

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

- The manager and staff, ably supported by the local authority, have made the most of training opportunities to help improve outcomes for children. Actions from the previous inspection are met. There is a positive team ethos and staff are motivated. They benefit from regular supervision meetings and peer observations. Room leaders provide good guidance and the manager is respectful and sensitive in supporting staff's well-being.
- The manager describes the broad and balanced curriculum intended for children's learning. She knows the skills and knowledge children need to learn before they leave the nursery. Staff share this goal and use discussions together to help put it into action. For example, they discuss how to explain activities and model new skills to children.
- Staff have made significant improvements to their practice. For example, key persons assess children's progress carefully. They are more aware of children's interests and expected developmental stages. They plan good activities to support children's learning effectively.
- The special educational needs coordinator (SENCo) has a clear understanding of her role and responsibilities. She has worked hard to develop and implement changes to assessment procedures and staff practice. There are effective partnerships with parents. She and the staff collaborate with professionals to

provide targeted interventions to help children achieve their full potential.

- Parent partnership is a strength of this nursery. Parents report that they are very happy with children's progress, particularly for children with speech and language delay. They say they receive valuable information when they come to collect their children and when they access the online system.
- Children's physical skills are developing well. Staff encourage younger children to build the core muscles they will need for standing and walking. Older children climb successfully on wooden apparatus and learn to balance. However, there is scope for staff to make even better use of the garden to enable the youngest children to explore and investigate outdoors.
- All staff place a strong emphasis on promoting children's language and communication skills. Their use of questioning encourages children to respond and extend their learning. However, occasionally, staff do not always notice where adaptations are needed in their practice to help some children remain engaged in their chosen activity.
- Staff support children well to make healthy choices. They teach children about the importance of exercise, a good diet and oral health. For example, staff talk about why vegetables are good for their bodies. Children learn to use cutlery, serve themselves and pour their own cups of water. This helps build their independence skills, ready for school.
- The manager has a good understanding of what the nursery does well and what it needs do better. She has a clear plan in place to keep improving and maintain a consistently good service for children and families. For example, she is supporting staff to gain higher childcare qualifications at level 5.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of safeguarding procedures. They can identify the different signs and symptoms of abuse. They know how to report any concerns about children or staff to the relevant agencies. There are clear procedures to follow if staff are concerned about a child's welfare. For example, staff complete absence and accident records and monitor this information to highlight any recurring patterns. The manager follows safer recruitment procedures and completes staff suitability checks.

What does the setting need to do to improve?

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

- monitor the curriculum for babies' outdoor play more closely to provide a richer range of play experiences to further support their learning and development
- continue to build on staff's skills to develop children's emerging ideas as they play, to help children focus and build concentration levels.

Setting details

Unique reference number	EY551605
Local authority	North Tyneside
Inspection number	10282475
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	72
Number of children on roll	74
Name of registered person	Rogers, Kelly Jacqueline
Registered person unique reference number	RP551604
Telephone number	07720299105
Date of previous inspection	7 September 2022

Information about this early years setting

The Family Tree Children's Day Nursery registered in 2017. It is situated in Wallsend, near Newcastle-upon-Tyne. The nursery opens from Monday to Friday, for 51 weeks a year. Sessions are from 7.30am until 6pm. The nursery employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one holds level 5, and the manager holds level 6. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The inspector held a meeting with the SENCo about how the setting supports children with special educational needs and/or disabilities and looked at relevant documentation.
- The inspector spoke to staff, children and parents and took account of their views.
- The inspector spoke with the manager about the leadership and management of 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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