

Inspection of Green Tree Childcare

Fergusons Lane, Newcastle Upon Tyne NE15 7PL

Inspection date: 6 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enjoy attending the nursery and feel safe and secure. Staff greet children warmly on their arrival. Children seek out staff for comfort and reassurance when needed. Staff are caring and soothe children who get upset. For example, they sing familiar rhymes to them. The manager and staff know the children well and have a clear understanding of children's starting points and individual needs. Children are keen to engage with the activities that staff offer. They show their curiosity in exploring different resources. Staff identify children with special educational needs and/or disabilities. They put clear plans in place to support these children's individual needs and ongoing development.

Staff provide a calm environment, with clear expectations for children's behaviour. Children benefit from this consistent approach. They are well behaved. Staff give them plenty of guidance, for example, not to run in the room but to use their 'walking feet'. Children receive lots of praise for their efforts. This increases children's confidence.

There is a strong focus on developing children's appreciation for books. Staff read stories to the children with great expression. They show them the pictures and pause at appropriate points for children to recall or suggest what will happen next. Children listen intently to stories and confidently answer questions. They enjoy choosing a book and looking at it on their own.

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

- There has been a change in management since the last inspection. The new manager has worked with staff to develop an ambitious curriculum that is understood by all. She has a positive and proactive approach. She is committed to providing good quality education and care. There is a strong focus on self-evaluation. This has led to action plans to address the actions raised at the last inspection. For example, all staff have taken part in safeguarding training. There are further plans to develop the outside areas for children and to implement a lending library so that children can borrow books to take home and share with their parents.
- Overall, staff plan activities to support children's learning. Staff working with toddlers and pre-school children provide opportunities where children learn to share resources. For example, toddlers share resources when playing with the water. Pre-school children cooperate to name the initial sounds on alphabet jigsaw pieces. They place them in the correct slots. However, staff are not always confident about what they want children to learn from some of the activities.
- The manager has introduced supervision meetings for all staff. Staff's well-being

is discussed, along with their key children and their practice, using the observations that she has carried out on them. She has also introduced peer-on-peer observations. This helps everyone to evaluate their own practice and to give advice to help to raise the quality of practice.

- Staff support children's emerging communication and language well. They repeat sounds and model words to encourage children's speaking skills. They involve older children in conversations throughout the day. Staff have recently learnt some sign language. This is to help those children who experience delay in their communication and language, and benefits all children. Staff share the sign of the week with parents so that they can use them at home with their children.
- Children of all ages enjoy physical activity in the garden. They ride on toys and take managed risks, such as coming down a ramp. Babies smile and bounce when a member of staff encourages them to crawl through a tunnel. They pull themselves to standing using the fence. Staff understand how to promote babies' developing movements. For example, they place non-mobile children on their tummies and put resources slightly out of reach for them to try and reach.
- Parents and carers are highly complementary about the setting. They comment on the information that is shared with them daily, either verbally or by the online application that they can access. They appreciate that stay-and-play sessions have been introduced. This means that they can observe their child in the environment where they are cared for. Parents praise the staff and how they care for their children. They say that they can see a difference in the setting since the last inspection.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding. The manager and deputy manager test staff's knowledge and understanding of safeguarding through discussions at staff meetings. They ask staff questions and use scenarios. Staff know how to recognise and respond to concerns that they have for a child's safety and welfare. They have a good knowledge of a range of safeguarding aspects, such as extreme behaviour and neglect. The setting is safe and secure. Risk assessments are carried out, inside and outside, at the start of the day. Any causes for concern are quickly addressed.

What does the setting need to do to improve?

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

- implement action plans and coaching and mentoring of staff to achieve the setting's vision
- support staff to strengthen the delivery of planned activities to include all

identified learning intentions for children.

Setting details

Unique reference number	2695469
Local authority	Newcastle upon Tyne
Inspection number	10278475
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	1 to 4
Total number of places	36
Number of children on roll	32
Name of registered person	Rascals Playtime Childcare Limited
Registered person unique reference number	RP909968
Telephone number	0191 228 0000
Date of previous inspection	24 January 2023

Information about this early years setting

Green Tree Childcare registered in 2022 and is located in Newcastle upon Tyne. The nursery employs six members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3, and one member of staff holds qualified teacher status. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynne Pope

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection.
- 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 manager and inspector carried out a joint observation of activities.
- Parents and carers shared their views of the setting 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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