

Inspection of Learning Tree Nursery

200 Kirkby Road, SUTTON-IN-ASHFIELD, Nottinghamshire NG17 1GP

Inspection date: 12 July 2023

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 thrive in an environment that successfully supports them to become confident learners. They excitedly arrive at the nursery, ready to begin their day. Children's love of sensory play is actively encouraged in the nursery. For example, young babies play with dollies in the water tray. They use sponges, creams and soap to clean the dollies, taking care of them. Staff effectively model ways in which children can use the sponges to soak up water. They encourage them to explore and try different techniques.

Staff develop close relationships with children, helping them to feel safe and secure. Children's individual needs and views are always taken into consideration, such as when settling into the nursery or transitioning between rooms. Children who require extra time or show preference between staff are actively encouraged to express this, and their needs are met.

Children's behaviour is exemplary. Children understand behaviour expectations across the nursery. In the baby room, staff talk to children about how to sit on chairs safely to avoid climbing. In the pre-school room children safely climb down the stairs using the handrail. This supports the nursery to be a safe environment for children, where they can explore independently.

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

- All children make good progress in their learning and development, including those children with special educational needs and/or disabilities. The manager and her team are passionate about giving children the best possible start in their education. Staff observe children as they play and interact with them well. However, at times, staff are too quick to solve problems for children. This sometimes prevents them from fully extending their critical thinking skills.
- The nursery staff teach children about the importance of leading a healthy lifestyle. As part of a local initiative, staff have created an allotment within the garden. The nursery cook uses the produce the children grow in their meals. Children pick pea pods. They learn how to open the pods and empty the peas out into a bowl for lunch. Staff encourage children to guess the number of peas in each pod, before they try them and talk about how they taste.
- Children access the garden area daily, developing their physical skills. They enjoy climbing on the frames and balancing on the raised stumps. Children use chalk to make large shapes and patterns on the ground, developing their shoulder muscles. Children enjoy exploring the bubble wands, making new mixtures and working out different ways to create bubbles. They delight as they chase the bubbles round the garden with their friends.
- A successful school readiness programme is in place in the pre-school to support

children's transitions. Children carry out tasks independently. For example, they get themselves ready to go outside and serve themselves dinner. Teachers from the local school visit the nursery. This helps children to make relationships with their new teachers.

- Children's language development is prioritised by staff. They model the correct pronunciation of words and repeat sentences back to children. Staff narrate the day to the youngest children exposing them to a range of words and phrases.
- Parents partnerships are an integral part of the nursery and staff and parents work closely together. Staff create unique ideas for parents to complete at home, building on what they have already learned. Parents speak very highly of the nursery and the experiences their children gain. They are given regular updates of their children's progress and comment on how well staff know and support their children's development.
- The manager recognises that she has a relatively new staff team and is supporting them well. They have regular meetings to discuss progress and training opportunities. The manager uses formal and informal observations to provide practical support, using staff's strengths to support each other. Staff talk of the positive support they receive from the manager.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their roles and responsibilities to safeguard children, and are confident to report any concerns they may have. Staff understand issues, such as county lines. They understand their responsibilities under the 'Prevent' duty guidance. Staff are alert to the different signs and symptoms that could indicate that a child is at risk of harm. They talk regularly with managers to share information and monitor children. Staff complete regular safeguarding training to ensure that their knowledge is up to date, and they are updated on local issues. Robust procedures are in place for monitoring children's attendance and staying in contact with families.

What does the setting need to do to improve?

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

- allow children more time to work out things for themselves to help further develop their critical thinking skills.

Setting details

Unique reference number	258584
Local authority	Nottinghamshire County Council
Inspection number	10295300
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	46
Number of children on roll	72
Name of registered person	Nursery Care UK Ltd
Registered person unique reference number	RP527807
Telephone number	01623 552144
Date of previous inspection	19 December 2017

Information about this early years setting

Learning Tree Nursery registered in 2000. The nursery employs 11 members of childcare staff. Of these, six hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Smith

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager, and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector 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 inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working within 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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