

Inspection of Magic Tree Day Nursery

35 Yaxham Road, Dereham, Norfolk NR19 1HD

Inspection date: 6 December 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 excitedly enter this warm and welcoming nursery and quickly join in with the activities on offer. They are greeted by friendly and caring staff who get to know the children well. Staff find out about their personalities and interests and use this information effectively to help children feel settled and comfortable in their environment. For instance, staff ensure children's particular interests are reflected in the resources they put out. Staff have high expectations for children's behaviour. Children are kind and considerate to their peers and learn how to take turns. They patiently wait for the sand timer to finish and then share the toy they are playing with.

Staff frequently sing to children and engage them in reading stories at group time. Older children use an established voting system to vote for their favourite story each morning. They eagerly gather round to see the result and enjoy reading the chosen story together. This helps to teach children about democracy and to see how the voting system relates to wider society. Children are confident and motivated learners. Babies inquisitively explore a sensory tray for the 'melted snowman' and learn to identify their different body parts. Older children delight in writing Christmas lists to Santa and expertly use scissors to cut out pictures of their favourite toys to stick into their letters. This supports children to develop a love for learning from a young age.

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

- Staff have a good knowledge of the early years foundation stage and deliver an ambitious curriculum. They plan carefully for each individual child, using their interests and starting points in their development. Staff regularly complete observations and assessments of the children to monitor their progress and put support systems into place if needed.
- Staff understand the importance of supporting children's communication and language skills. They engage in meaningful conversations, introduce new words into children's vocabulary and regularly join in with stories and songs. Staff support children who speak English as an additional language well. They gather key words in children's home languages and use objects and visual cards to support their communication. This leads to children becoming confident talkers.
- Children with special educational needs and/or disabilities (SEND) benefit from effective strategies to support them to make progress in their development. The special educational needs and disabilities coordinator works in partnership with parents and other agencies to ensure that support is consistent for children. Staff ensure children with SEND have full access to the same learning opportunities as their peers.
- Staff support children to learn about the importance of leading a healthy

lifestyle. They provide children with a varied and nutritious lunch and give them ample opportunities for physical activity outside each day. Staff provide children with oral health home bags which encourage them to learn about the importance of brushing their teeth. Children are becoming increasingly independent. They self-serve their lunches and wash up their plates when finished and confidently put on their shoes and coats when going into the garden.

- Parents speak highly of the nursery. They discuss how their children are 'thriving' and have made great progress in their learning and development. Parents comment that it is a nurturing environment that has allowed their children to grow and develop their confidence in preparation for school.
- Staff are beginning to support children to develop their knowledge of mathematics. Younger children enthusiastically count their fingers as they make handprints. However, at times staff do not always make the most out of opportunities to further extend older children's learning in mathematics. For example, they do not introduce mathematical language or the concept of weight and measurement as children explore in the water tray.
- The management team are passionate about providing children and families with a supportive, home from home setting. They have a clear overview of the nursery's strengths and priorities for development and ways to continue to enhance their provision. The management team ensure that staff receive the support they need to continue their professional development. Staff report that they feel well supported by management and enjoy working at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough understanding of their roles and responsibilities in keeping children safe. They confidently identify signs that may indicate a child is at risk from harm. Staff understand the correct agencies to contact if they have a concern about a child or member of staff. They all undergo training in child protection, which helps to consolidate their knowledge and understanding. The management team have effective recruitment procedures and updated induction processes to ensure that staff are suitable to work with children. All staff ensure the building is risk assessed each day to make sure it is safe and secure for children to play and explore in.

What does the setting need to do to improve?

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

- support staff to make use of opportunities during interactions with older children to fully extend their mathematical learning and development.

Setting details

Unique reference number	EY314212
Local authority	Norfolk
Inspection number	10312029
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	33
Number of children on roll	30
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Telephone number	01362 694690
Date of previous inspection	18 April 2018

Information about this early years setting

Magic Tree Day Nursery was registered in 2005. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications, ranging from level 2 to level 6. The nursery opens from 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

Laura Redmond

Inspection activities

- This was the first routine inspection the nursery 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 manager completed a learning walk of the nursery and talked to the inspector about the curriculum and what they want children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- Parents shared their views of the nursery with the inspector through written and verbal feedback.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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