

Inspection of Dean Close Little Trees Day Nursery, Tutshill

Castleford Hill, CHEPSTOW NP16 7LE

Inspection date: 24 January 2024

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| Overall effectiveness | Good |
| 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

Children are happy and enjoy attending this nursery. Staff are caring and attentive to their individual needs. For example, they know how to engage babies during singing times, such as sitting at their eye level and using facial expressions and positive body language to sustain their interest. Babies smile with excitement as they attempt to mirror the actions of staff and mimic the words to the song. This also helps young children to build secure bonds with their key person.

Toddlers and pre-school children are independent and confident to explore their environment. Staff know how to promote their social, language and communication skills effectively. For example, they engage in meaningful discussions with children about real-life events to build connections. Staff know how to promote children's love of books. Consequently, children develop good concentration skills from an early age while listening attentively to their favourite story.

Staff manage children's behaviour well. They provide clear explanations to help children understand what is expected of them and teach them how their behaviour may impact others. Children make good progress, and staff support them effectively to acquire the necessary skills they need for the next stage of their learning.

Parents are positive about the progress their children have made since attending the nursery. They comment on how staff support their children to learn social skills and develop their language, particularly for those children who are learning to speak English as an additional language.

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

- Leaders are reflective and have made positive changes since the last inspection. They have improved the curriculum to reflect children's interests and promote their next steps in learning. Staff morale is good. Staff comment positively about the support they continue to receive from management, including regular supervision meetings and staff room discussions. Staff benefit from ongoing professional development opportunities to improve their knowledge and skills. For example, they have attended behaviour management training and have introduced visual timetables to help children understand daily expectations and routines.
- Overall, staff know the children well. They find out about their individual preferences, interests and stages of development from the outset. They monitor children's progress through ongoing assessments to help identify and address any gaps in their learning. When delivering the curriculum, staff consider what children need to learn next. However, at times, opportunities to further stretch

children's learning and provide more challenge, particularly for most-able children, are overlooked.

- Staff place a strong focus on nurturing children's communication and language skills. For example, during outdoor play in the mud kitchen, children invite staff over to have 'dinner'. Staff skilfully ask open-ended questions to explore how the children prepared the vegetables and the different ways to cook potatoes. This then leads on to a discussion about children's favourite pasta dishes with 'olives' and 'pesto'. These meaningful interactions help to foster children's language development and broaden their critical thinking skills.
- Parents are happy with the education and care their children receive. They comment that they enjoy reading about their children's 'wow' moments via the nursery's online information platform. Overall, leaders promote an open-door policy and value parental feedback. For example, they gather information using parental questionnaires to identify areas for improvement. However, despite this, the nursery has not been proactive in addressing parental requests for more information about children's weekly food choices. Furthermore, children who attend on set days do not always benefit from a varied and balanced diet due to the limited food choices.
- Children develop good independence skills. For example, older children are quick to recognise when the floor needs sweeping following messy play and go and fetch the dustpan and brush. Staff encourage children to develop self-care skills. Young children have a go at putting on their outdoor clothing and shoes and learn to use cutlery during meal times.
- Staff are good role models for promoting positive behaviour. They provide clear and consistent messages to help children understand expectations. Children are kind and caring towards their peers, such as showing concern if someone gets hurt or is upset. Staff encourage children to take turns when speaking in group activities. This allows children to hold space and allow other children to be seen, listened to and heard. Staff are also good role models for promoting respect for others.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- explore ways to build on what children already know and can do to further stretch their learning and provide more challenge, particularly for most-able children

- review children's daily food choices so they benefit fully from a balanced and varied diet and regularly share this information with parents to keep them up to date.

Setting details

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| Unique reference number | EY494618 |
| Local authority | Gloucestershire |
| Inspection number | 10293573 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Full day care |
| Age range of children at time of inspection | 0 to 4 |
| Total number of places | 85 |
| Number of children on roll | 43 |
| Name of registered person | Dean Close Nurseries Limited |
| Registered person unique reference number | RP534969 |
| Telephone number | 01291 628344 |
| Date of previous inspection | 27 April 2023 |

Information about this early years setting

Dean Close Little Trees Day Nursery, Tutshill re-registered in 2015 under new ownership. The nursery is open from 8am to 6pm, Monday to Friday, all year round, with the exception of bank holidays. There are 13 staff who work with the children. Of these, one holds a degree qualification at level 7, one holds qualified teacher status, one holds an appropriate childcare qualification at level 5 and four staff hold appropriate childcare qualifications at level 3. The provider receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Shahnaz Scully

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 deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education in each of the rooms and outdoors and spoke to members of staff and children.
- The deputy manager and inspector carried out a joint observation of an adult-led activity with the older age group.
- The inspector spoke to parents as well as reviewed written feedback during the inspection and took account of parental views.
- The deputy manager showed the inspector relevant 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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