

Inspection of Dean Close Little Trees Day Nursery, Hucclecote

141 Hucclecote Road, Gloucester GL3 3TX

Inspection date: 21 January 2022

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

Babies have three playrooms to explore. Younger children have space to lie on the floor and reach for the toys hanging from mobiles. Another room provides soft play and a ball pit so that babies can practise crawling, rolling and walking. In the final room, low-level storage units have accessible toys and resources. Babies find the toy animals and hold them out to staff. Staff name them and make sounds for the babies to copy, helping them to learn new words.

Leaders and managers have a new curriculum that focusses on natural resources and children's curiosity. Toddlers are the first age group to enjoy this. They have two newly decorated rooms as part of the nursery's makeover. A role-play room has kitchen units, a cosy 'lounge' area with cushions, fake log stools, a sofa and books. A forest wall scene creates a calm outdoor atmosphere indoors. Toddlers have real China cups and plates, as well as natural wood utensils to extend sensory play experiences.

Pre-school children have their own separate building and outdoor area. Outdoors, children explore the trees, planks and tyres. They practise climbing, build obstacle courses, manage risks and develop physical skills. Mud kitchens let children be messy and imaginative. Children take the outdoors, indoors. For example, they play with a tray filled with mud, which has toy insects, such as spiders and worms, hidden in it. Children find the insects and say that they are like the ones they saw outdoors. Children are making connections and gaining an understanding of the world.

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

- The manager is working on improving standards across the nursery since the last inspection. There has been a focus on improving teaching and keeping children safe. Staff provide stimulating and engaging learning environments. They use children's interests to engage them in learning. Babies eagerly fill different pots with cereal. They use their hands as well as spoons to put the cereal into the pots. Staff offer words such as 'crunch' and 'crackle' as children play. They support children to use all their senses, such as tasting the cereal. Children remain focused as staff offer praise and encouragement.
- Older children make connections, recall past events, and develop skills for moving on to school. For example, they remember celebrations and events from stories. They use magnetic blocks to make a birthday cake and walking stick. They choose the different shapes to make the crook of the walking stick and the tapered end of 'candles'. Others explore printed sheets. They count the number of circles on the printed body of a caterpillar before writing the number next to it. They trace and write letters, telling staff what sound the letter has. They

recognise which ones are in their names.

- Staff working with the babies and pre-school children do not provide clear messages to help all children, including those with special educational needs and/ or disabilities, understand expectations. For example, when staff have told children it is time to put away the toys, some children continue playing. Staff respond to children's play requests and forget to encourage them to help tidy up. Children receive mixed messages and are not sure of what to do.
- Children's behaviour is good. They show care and concern for others and their play spaces. For example, pre-school children take turns using the dustpan and brush to clear up soil that has spilt on the floor. Toddlers hand each other rolling pins when playing with the dough. Staff offer timely reminders for babies when they try to snatch toys from each other. They remind them to be kind to others and to wait for their turn.
- Staff working with the toddlers respond well to children's ideas. For example, they add dinosaurs and toy vehicles as children play with the dough. Children make dinosaur footprints in the dough, use diggers to scoop dough off the table, and make a traffic jam along the floor with the toy vehicles. Staff working with the other ages sometimes miss quieter children. For example, some children wander around the room or sit quietly at the side of a group activity. As staff are concentrating on other children, they miss chances to engage all the children in the activities.
- Partnerships with parents are good. Staff from the different rooms make sure that they greet parents and children at drop-off times in the morning. Key persons talk with parents at the end of the day to tell them about children's day, including any new learning. Staff identify children who may need extra help. They work in partnership with parents and other professionals to support children's development.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, the manager has prioritised training on safeguarding for all staff. She has updated her own knowledge for managing allegations and keeping children safe. All staff have completed training for child protection and wider safeguarding procedures. Staff know what to do in the event of concerns about children. Staff who are new to the nursery, including temporary staff, complete a robust induction. The manager makes sure that all staff keep mobile phones locked in the office when they are working. Staff understand that they must not upload anything about the nursery to social media sites.

What does the setting need to do to improve?

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

- improve staff support for all children in ways that enhance learning and development
- provide clear and consistent messages for all children to help them understand expectations.

Setting details

Unique reference number	EY553142
Local authority	Gloucestershire
Inspection number	10217849
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	63
Number of children on roll	73
Name of registered person	Dean Close Nurseries Limited
Registered person unique reference number	RP534969
Telephone number	07867382507
Date of previous inspection	18 August 2021

Information about this early years setting

Dean Close Little Trees Day Nursery, Hucclecote registered in November 2017. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays. The setting employs 19 staff, of whom 18 work directly with the children. Two members of staff hold appropriate childcare qualifications at level 6. Nine members of staff hold appropriate childcare qualifications at level 3 and five members of staff hold appropriate childcare qualifications at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity in the baby room with the manager.
- Children told the inspector about their friends and what they like to do when they are at 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022