

Inspection of Dean Close Little Trees Day Nursery, Tutshill

Castleford Hill, CHEPSTOW NP16 7LE

Inspection date:

27 April 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The support and quality of education children receive is not consistent across the nursery. There have been changes to the way staff plan for what children need to learn next. However, this is not implemented effectively as children join in with the different activities. At times, staff do not provide children with clear messages about what they need to do. Others have less interactions from staff. This does not encourage children's development and does not help them to make consistently good progress in their learning.

Staff greet children and families warmly on arrival. Children settle well and start to choose what to play with. Younger babies explore low-level climbing equipment. They work out how to climb into the different sections. Staff are on hand to help them when they cannot work out how to climb out. Older children have fun 'catching' different animals in a pretend pond. They use books with staff to look up different facts about the animals' life cycles.

Children are learning to do some things for themselves to help prepare them for moves to different rooms or on to school. Staff encourage babies to practise feeding themselves using spoons. Toddlers pour their own drinks at mealtimes. When going outdoors, staff encourage older children to try putting on coats and boots.

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

- There have been several staff changes since the last inspection, including the manager. The new manager and the senior leadership team are supporting new staff and those studying for qualifications through induction and supervision processes. Staff are gaining confidence in their roles and comment that training on curriculum planning has helped them develop their knowledge. However, the new systems are still being embedded. Leaders and managers are not yet ensuring that the quality of teaching is consistently good for all children.
- In pre-school, children join in several well-planned activities that encourage them to repeat and recall past learning. For example, they thoroughly enjoy talking with staff about the tadpoles they are caring for. They recall the different stages in the lifecycle of a frog and talk about how they have fed the tadpoles to help them grow. Other activities include them trying to guess the animal hidden in a box from sound and verbal description clues. They make links with letter sounds in their own names or other animal names and receive warm praise from staff when they guess correctly.
- In other rooms, the quality of support for learning is variable. Outdoors, older babies and toddlers are keen to join in different activities. However, some children are reluctant to take turns on the swing. Others get upset when the

tools they are using in the tray filled with natural materials get dirty. As staff are needed to help children cope with their emotions and feelings, other children are left waiting for support. They lose interest in waiting for their turn on the swing or playing with the materials in the tray and wander off.

- Most parents comment positively on the care and education their children receive. They say that they get frequent updates about what their children are doing through online reports or by talking with their child's key person.
- Staff working with the younger children struggle to engage them in learning activities. They provide trays filled with shredded paper and cereal for children to explore using their senses. However, some children struggle to share, throw the materials about or get frustrated and need comforting. Other children then lose interest and move away from the activity.
- Older children show care and kindness to others. As they create a cosy corner for story time, they check with friends if they would like to come and join them. They work collaboratively as they recreate the story of a wedding. Children share out the dressing up clothes and make pretend 'rings' from pipe cleaners. They readily help others to wind the pipe cleaner round their wrist or share the scissors to cut them to size.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge and understanding about how to act to safeguard children. They know and understand the potential signs that may mean a child is at risk of harm. The designated lead for safeguarding knows how to respond to concerns raised about a child's welfare. She follows the nursery and local safeguarding partnership protocols to refer concerns and seek advice to keep children safe. She understands the procedure if an allegation is made against a member of staff. The manager has good systems for recruitment in place and she checks staff's ongoing suitability regularly.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff provide children with clear messages and support to help them understand what they need to do, including helping them to manage their feelings and develop good attitudes for learning	30/06/2023

ensure staff interactions with younger children motivate children in ways that encourage them to engage with activities and build on their skills and knowledge.	30/06/2023
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To further improve the quality of the early years provision, the provider should:

- continue to improve the curriculum to make sure that it supports all children to make the best possible progress.

Setting details

Unique reference number	EY494618
Local authority	Gloucestershire
Inspection number	10287625
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	79
Name of registered person	Dean Close Nurseries Limited
Registered person unique reference number	RP534969
Telephone number	01291 628344
Date of previous inspection	31 October 2022

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 7.30am to 6pm , Monday to Friday, all year round, with the exception of bank holidays. There are 16 staff who work with the children. Of these, two hold qualified teacher status , one holds an appropriate childcare qualification at level 5, five staff hold appropriate childcare qualifications at level 3 and one member of staff holds an appropriate childcare qualification at level 2. The provider receives funding to provide free early education for children aged 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 their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents 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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