

# Inspection of The Faraway Tree Day Nursery

Bedford Close, Derby DE22 3HQ

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Inspection date: 26 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 confidently wave goodbye to their parents as they walk in through the main entrance. Staff greet them warmly and welcome them into this small and friendly nursery. Children hang up their coats and bags, and take off their shoes independently, showing a good sense of belonging. Children show eagerness to come into the playroom to see what interesting activities are on offer. They are motivated to learn. Babies have close relationships with the adults who care for them. They sit comfortably with staff, and together enjoy a familiar story. The babies are confident to turn the pages and make noises, pointing at the pictures. This supports children's emotional development, and helps them to feel safe and secure.

Children follow staff's instructions and respond to picture routine cards. This helps all children, including those who speak English as an additional language, understand what is happening next and what they have to do to get ready, such as tidying up. Even the youngest children show a good understanding of the routine as they safely carry the circle shaped mats for 'circle time' and sit on them, in readiness for what is happening next. Older children help set up for lunch, counting the children and ensuring they have enough cutlery for everyone. Children confidently say that they need 'one more', and think about the number when another child arrives. Children's physical skills are well developed as they run, balance, and climb on the outdoor equipment with ease. They make good progress in readiness for their next stage, including their move to school.

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

- Staff encourage children to have a love of books throughout the nursery. They plan the vocabulary they would like children to learn and develop from a wide range of books, rhymes and songs. However, staff do not always consider how they can encourage children to use the new vocabulary in different contexts.
- Children are motivated and have a positive attitude to their learning. There is a calm and purposeful atmosphere, as every child is busily engaged in activities. Staff join in with children's play, extend their learning and challenge them. However, sometimes staff are quick to intervene and offer a more adult-led activity, such as encouraging them to do a 'painting' or 'write their name'. This means children do not get enough time to explore their own ideas.
- Staff have high expectations of all children and are positive role models. Children behave well and play harmoniously together. Children are quick to follow staff's instructions and understand the routines that they must follow to keep themselves safe.
- Partnerships with parents are good. Parents are welcomed into the setting for a variety of celebrations throughout the year. Staff communicate effectively with

parents, sharing information each day. Parents comment that they felt fully supported during the COVID-19 pandemic, and benefitted from frequent contact and activity ideas they received. They are happy with the information they receive about their children's care and progress in learning.

- Staff have supervision sessions with the manager to reflect upon the quality of their work and professional development. They talk enthusiastically about the training they receive. Staff recognise how this has supported their practice, particularly with how they have adapted their provision for mathematics. They have reviewed the storage of the maths resources and report that children benefit from the resources being more accessible in their play.
- The curriculum is ambitious for all children, including those with special educational needs and/or disabilities (SEND). For example, the deputy manager who leads SEND provision, and staff, work tirelessly and very closely with parents to ensure that they address any gaps in learning immediately and without delay. This means that children receive prompt support to help them make the best possible progress in their learning.
- The manager is aware that due to the COVID-19 pandemic some children have had limited experiences of physical exercise. Because of this, they have used some funding to make improvements to the garden, such as introducing larger apparatus and climbing equipment. This provides further opportunities for children to develop strength in their bodies and to take risks in their play.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a shared understanding of their roles and responsibilities in keeping children safe. Staff have a secure understanding of the signs and symptoms of possible abuse and what to do should they have concerns regarding a child's welfare. They also have a strong understanding of extreme views, domestic violence and county lines. The manager works with relevant agencies to keep children safe, and accesses help for families when needed. Robust recruitment procedures are in place to ensure the adults working with children are suitable. Robust policies and risk assessment procedures for the safe maintenance of premises are in place. This ensures that children are cared for in a safe and secure environment.

## **What does the setting need to do to improve?**

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

- provide more opportunities for children to use the new vocabulary they have learnt
- strengthen staff practice in supporting child-led activities, so that children can take the lead and explore in their own way.

## Setting details

<b>Unique reference number</b>	EY495633
<b>Local authority</b>	Derby
<b>Inspection number</b>	10236763
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	38
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	The Faraway Tree Day Nursery Limited
<b>Registered person unique reference number</b>	RP535037
<b>Telephone number</b>	01332 265593
<b>Date of previous inspection</b>	10 August 2016

## Information about this early years setting

The Faraway Tree Day Nursery registered in 2015 and is located in the city of Derby. The nursery is open all year round from 6.30am until 6.30pm, Monday to Friday, except for a week between Christmas and New Year and bank holidays. There are eight members of childcare staff. All staff hold an early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tracy Hopkins

## Inspection activities

- This was the first inspection the provider 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 joint observation of another member of staff carrying out an activity with the children.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the manager's aims for the curriculum.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector spoke to parents to find out their views of the setting.
- The inspector observed the children and staff indoors and outside and assessed the quality of teaching.

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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