

Children's World

F.A.O Frances Rogers, Martin Place, Mill Lane, Hockwold, Thetford,
Norfolk. IP26 4LR



Inspection date	16 July 2019
Previous inspection date	14 March 2019

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Staff's interactions with children are not as consistently good at times of transition between activities as it is at other times during the day. Children become restless and lose interest as they wait for activities to change.
- Staff do not ensure that all children are fully included in the activities and routines of the day. In addition, children's play and learning is sometimes interrupted and they are not able to finish activities to their satisfaction.
- Parents do not consistently receive sufficient information about the progress their children are making or how their children are doing in relation to their age.

It has the following strengths

- The provider demonstrates a strong commitment to the improvement of the nursery. Good progress has been made since the last inspection to address the actions set. For example, the recruitment process has been revised to help ensure that those employed to work with children are suitable to do so.
- Staff know the children well and talk confidently about where they are in their learning and development. They know what they need to do to support children's continuing progress.
- Children benefit from interesting resources indoors and outside that promote their natural instincts to discover and explore.
- Children are happy and settled. Staff show genuine care and concern for them. Children readily go to staff for a chat and a cuddle.

What the setting needs to do to improve further

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

	Due date
maintain good levels of interaction to meet the individual needs of children and consistently support a good quality of teaching and learning	01/09/2019
ensure that all children are fully included in the activities and routines of the day and are able to complete activities to their own satisfaction	01/09/2019
improve how information is shared with parents to keep them informed about their children's learning and stage of development.	01/09/2019

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider.
- The inspector held a meeting with the provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of leadership and management requires improvement

The provider recognises that while some progress has been made in the quality of teaching since the last inspection, there is still more to be done to improve this area. She is aware of what she needs to do to continue to improve the quality of the provision and has an action plan for improvement in place. This is reviewed regularly to monitor progress. Staff have regular opportunities for supervision meetings to discuss their practice, support their professional development and manage their well-being. Safeguarding is effective. Children play safely indoors and outside. New fencing has been put in place to help ensure that children are within sight and sound at all times. Any accidents to children are recorded and shared with parents. Parents are given general information about their child's day, but staff are not so vigilant about sharing children's learning and developmental progress.

Quality of teaching, learning and assessment requires improvement

Children's play and learning is sometimes interrupted. Staff do not always give children the opportunity to complete activities of their own choosing before moving on with the routines of the day. Despite this, staff use what they know about the children to plan interesting activities that are rooted in their interests. They provide a varied range of activities that promote all areas of learning. Children confidently lead their own play and staff are guided by this. For example, children use sand and water to assemble the building blocks in the garden. Staff talk to children about the need for cement when building houses and talk to children about where they live. Staff support children's speech and language development effectively. They ask questions to challenge children's thinking and engage them in conversations. Staff respond positively to the gestures and babbles of babies.

Personal development, behaviour and welfare require improvement

Staff are sometimes distracted with routine housekeeping tasks, and children become restless while they wait. In addition, staff do not ensure that they are including all children. For example, at snack time, babies in low chairs are not placed near other children at the table so that snack time is a sociable occasion for all. Despite this, children do enjoy their time in the nursery. They come in readily and develop secure emotional bonds with staff. Babies enjoy snuggling in with familiar staff to have their bottles. Children behave well and develop good friendships with each other. They are helped to learn to have regard for each other's needs and feelings. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources. Staff support children to develop a positive sense of themselves.

Outcomes for children require improvement

Overall, children develop the key skills needed to be ready for school. Their learning and development are monitored to ensure that any gaps in their progress are identified and managed. Children manage self-care skills relevant to their age and stage of development. They learn to listen and concentrate. Children enjoy stories in small groups and readily make comments about the illustrations.

Setting details

Unique reference number	EY473330
Local authority	Norfolk
Inspection number	10101262
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	0 - 10
Total number of places	50
Number of children on roll	67
Name of registered person	Rogers, Frances Barbara
Registered person unique reference number	RP516749
Date of previous inspection	14 March 2019
Telephone number	01842 827700

Children's World registered in 2014. The nursery employs 10 members of childcare staff and an administrator. Of these, eight hold relevant childcare qualifications at level 2 or above, including one with early years teacher status. The nursery opens from Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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