

# Inspection of Waterbabies

The Hub Doncaster College, Chappell Drive, DONCASTER, South Yorkshire DN1 2RF

---

Inspection date:

25 September 2019

---

## **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

Good

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The nursery is warm and welcoming. Staff are keen to help children quickly settle. Their gentle and sensitive interactions help all children to feel safe and secure, including those who are learning English as an additional language. Staff talk to parents to find out and learn some early words babies can say in their home language. Staff know children well and carefully check what they can do. They share information about children's progress in a way that is easy for all parents to understand. Staff plan some learning opportunities that build children's physical skills over time. However, resources and staff's interactions are not always successful at motivating children to become deeply engrossed in their learning. Staff work closely as a team and identify the training they need to improve their knowledge. However, evaluations of how staff and children use the learning environment are not rigorous. Children learn to share toys and take turns. Thoughtful support from staff helps them begin to play together and make new children feel welcome. Staff build respectful relationships with children and encourage them to develop good manners. However, some daily routines do not meet the needs of the youngest children effectively and help them to behave well.

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

- Children enjoy singing songs with staff. Older children confidently ask for their favourites and babies join in with the actions to songs they know well. Staff use clear and simple language to promote babies' early speech. They name different farm animals and the noises they make. Babies begin to form their first words and staff carefully repeat back their sounds.
- Staff get involved in children's play. They help younger children learn to use pedals on the tricycles and support older children to extend their role play to include their peers. However, too often the learning environment does not capture children's imagination and invite their curiosity. Older children spend long periods of time on the ride-on toys. Other resources do not entice them away and staff do not challenge them to vary their play. Some children run around without being successfully engaged and those experimenting with water do not have their thinking fully extended. Babies do not consistently have independent access to interesting resources to explore.
- Children have opportunities to develop their physical skills over time. Staff provide a range of jigsaws with different-sized pieces and large tweezers to pick up small toys. Children practise using these to strengthen the muscles in their hands. Older children have opportunities to use pencils, chalk and paint to experiment with making different marks.
- The manager carefully reviews all children's progress to check for any gaps in their development and identify some areas for improvement. For example, staff have used training to strengthen their understanding of how to support

children's mathematical understanding. However, thorough evaluations of the learning environment and staff's interactions with children are not fully embedded in practice. As a result, aspects of weaker practice have not been identified.

- Staff are very kind and caring. They make good use of gestures and visual aids to help children understand what is going to happen next. However, snack time for toddlers is too long and involves too many instructions so they become restless. When this happens staff are not always consistent in their expectations and responses to children's behaviour.
- Staff form strong partnerships with parents. They share information about children's progress effectively and discuss any concerns about their development. The manager has good links with the local health visitors and successfully accesses additional support for children and their families.
- All children are made to feel welcome. The nursery provides care to children from a wide range of different cultures. Children play with resources that reflect their own backgrounds and staff help them to recognise and celebrate how they are all different.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to recognise if a child is at risk of harm. Leaders work very closely with the safeguarding team at the on-site college where most parents attend courses. The partnership makes sure they have a complete understanding of children and their family's needs. Staff receive regular training to keep their knowledge up to date and they know how to report any concerns. Leaders and managers attend meetings with the local authority to make sure they have the most current information about local procedures. The nursery is very secure and has clear procedures to keep children safe in the building.

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

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

- further develop the learning environment to ensure it fully supports an ambitious curriculum, generates curiosity and provides challenge for all children. In particular, carefully plan resources that motivate children to focus and become engrossed in their learning
- evaluate how daily routines support children to build independence and learn to manage their own behaviour. Especially review how snack time meets the needs of the younger children and ensure staff are consistent in their expectations
- help leaders and staff to become more reflective practitioners and develop a deeper understanding of how to create a highly stimulating environment.

## Setting details

<b>Unique reference number</b>	EY337773
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10062612
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Doncaster College Governing Body
<b>Registered person unique reference number</b>	RP522567
<b>Telephone number</b>	01302 553719
<b>Date of previous inspection</b>	2 July 2015

## Information about this early years setting

Waterbabies registered in 2006. It is run by the governing body of Doncaster College from a purpose-built building within the Hub of Doncaster College. The nursery employs 11 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 and one holds level 5. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alison Byers

### Inspection activities

- The manager showed the inspector around the nursery. Staff explained to the inspector how they planned for children's learning.
- The inspector completed two joint observations with the manager and evaluated the quality of teaching and learning with her.
- Parents spoke to the inspector and shared their views of the nursery.
- The inspector spoke to staff and reviewed the nursery's safeguarding procedures. She viewed relevant documentation, including staff's qualifications and evidence of the suitability of adults working with children.
- The inspector held a meeting with the manager.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2019