

# Inspection of Childerwood Nursery

School Road, Drayton, NORWICH NR8 6EP

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Inspection date: 5 March 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

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**

Children are happy in this friendly and welcoming setting. They develop close emotional attachments to their key person and other staff. However, they do not have enough opportunities to lead their own play. Older children spend a lot of time sitting in large groups, where adult-led activities are not adapted well enough to meet their individual learning needs. Children's play and learning, both independently and in group times, is interrupted frequently. Despite this, children behave well overall. Their behaviour is managed sensitively by staff who consider children's age and level of understanding. They give children gentle reminders about the need to moderate their behaviour.

Children have daily opportunities to be outdoors. However, staff decide which children can go outside and how many, even though the garden is big enough to accommodate the whole group. The garden is divided into three sections and staff open different areas throughout the day. Children who attend morning sessions sometimes only have the opportunity to use the area designated for physical play. Children enjoy being outdoors, but staff are overly cautious about them taking managed risks and often prevent them from trying. At times, staff do things for the children that they are capable of doing for themselves.

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

- Adult-led activities are overly long and frequent, meaning that children do not build the confidence to play and learn independently. Despite this, children do enjoy their interactions with staff. Some older children join in readily in adult-led activities, such as singing a song about the weather and talking about the days of week. Children enjoy the adult-led yoga.
- Children are distracted from learning as noise in the environment continually interrupts them as they try to concentrate. For instance, there are constant ringtones and information shared through the walkie-talkies that all staff have. In addition, there are electronic devices that prompt staff to remind children about toileting.
- Staff rarely leave their base room. For example, when a child is having difficulty near the door of a classroom, the member of staff in the middle room summons another adult to deal with it, even though she is only a step away from the child. This does not support children's individual needs well enough.
- Staff do not always use the outdoor area well enough. During the morning session of this inspection, only the physical play area was accessible to children. This means that children who learn best from being outdoors are not sufficiently supported to make good progress. However, a member of staff did introduce counting as she held children's hands to jump from a low-height crate into the ball pit.

- Children are not encouraged to take managed risks. Staff stifle children and they are unable to test out their own abilities and see how far they can push themselves. In addition, children are not consistently encouraged to do things for themselves as part of school readiness. For example, even those children who are moving on to school are supervised in the toilet. Staff put children's shoes on for them without thinking to encourage them to do it for themselves.
- Staff know the children well and talk confidently about where they are in their learning. Staff know what children need to learn next. Staff monitor children's progress to check that any gaps are identified and managed.
- Staff promote individual children's emotional well-being effectively. Each child has a key person to take responsibility for their care and learning. Staff are sensitive to children's emotional needs. For example, they work with parents to change a key person where needed to help children to settle.
- Staff provide children with a healthy and balanced diet. Staff work well with parents to meet the needs of children with special dietary requirements.
- The management team has begun to identify where there are weaknesses in the quality of education and how to address them. Staff are provided with regular opportunities for supervisions and their well-being is fostered effectively. Staff's professional development is supported well.

## Safeguarding

The arrangements for safeguarding are effective.

The management team has effective recruitment and selection procedures in place to help ensure that those working with children are suitable to do so. All staff complete training in child protection and this is updated regularly. Some staff have recently completed additional training about neglect, the factors that might contribute to it and what effect it has on a child's life. The management and staff have a good awareness of their responsibilities around safeguarding.

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

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

	<b>Due date</b>
improve the balance of adult-led and child-initiated play to provide children with more opportunity to lead their own play and learning	31/05/2020
review and revise how whole-group activities are organised to meet children's individual learning needs	31/05/2020

improve the organisation of the classrooms to provide children with a calm and ordered learning environment where staff allow children to concentrate, become independent and take managed risks	31/05/2020
improve the use of the outdoor area to offer all children a range of activities to promote their progress.	31/05/2020

## Setting details

<b>Unique reference number</b>	EY480565
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10147104
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	The Childcare Professionals Ltd
<b>Registered person unique reference number</b>	RP533890
<b>Telephone number</b>	01603 865477
<b>Date of previous inspection</b>	2 September 2016

## Information about this early years setting

Childerwood Nursery registered in 2014. The setting employs 10 members of childcare staff. The manager holds an appropriate early years qualification at level 7 and seven others hold relevant qualifications at level 3 and above. The setting opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The setting receives funding to provide free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jacqueline Mason

## Inspection activities

- The inspector and the manager completed a tour of the setting to understand how the early years provision and the curriculum are organised.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the manager 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 and took account of their views.

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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