

Inspection of Children's World

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

Inspection date: 19 May 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children settle quickly into this friendly and welcoming nursery. They feel safe and secure in their relationships with staff and each other. Babies enjoy cuddles with their key persons. During the COVID-19 (coronavirus) pandemic, some children did not attend, while others have started during the pandemic. Children have adapted readily to necessary changes, including leaving their parents at the door and going into the setting with their key person. Staff sensitively support and encourage children who are reluctant to wash their hands, in order to help them stay safe. Staff plan suitably challenging learning experiences to build on what children already know. Children are enthusiastic learners who readily lead their own play and learning. They confidently choose from the resources available to them. Staff pay good attention to planning for outdoors. This means that children who learn best from being outdoors are able to do so.

Children are familiar with the routines of the day. They know what is expected of them and respond well. Behaviour is good. Children build good friendships and are caring to each other. They chat together as they play. Children are good at taking turns to speak and to listen. Staff support children's developing vocabulary. They introduce new words as they talk to the children.

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

- The provider has established an ambitious action plan for further improvement. This demonstrates her clear vision for providing the highest-quality experience for children. There is an effective programme of supervision for staff. This helps the provider to manage staff performance, support their well-being and encourage their professional development.
- Staff develop good partnerships with parents. During the COVID-19 pandemic, parents were provided with home-learning packs to enable them to continue with their children's learning at home. Discussions with parents during this inspection demonstrate exceptionally trusting and friendly relationships between parents and staff.
- Staff know the children well and talk confidently about them. They plan and provide activities that meet children's interests and learning needs. Staff know where children are in their learning. They have clear targets for what they want children to learn next, including those with special educational needs and/or disabilities (SEND).
- Staff greet children as they join activities of their own choosing. However, staff do not routinely support all children to join in or persevere, especially those who prefer to play on the side lines. As a result, children sometimes lose interest and wander away.
- Overall, staff encourage children to be independent and do things for

themselves, ready for when they start school. Children are familiar with the daily routines. However, staff do not consistently give children notice of when activities need to change. As a result, children are not always able to finish activities to their satisfaction before having to move on.

- Staff respond well to children's changing interests. For example, during this inspection, a member of staff had planned a mathematics activity in the mud kitchen. Before the children came outside, they had been looking at insects and showed a significant interest in them. As a result, the member of staff abandoned the planned activity. Instead, she provided the children with specimen jars and they found insects. Children and staff discussed the names of the insects, their habitat and life cycles. Children enthusiastically talked about what they had found.
- Staff support all children's literacy from an early age. Babies enjoy looking at books with staff. Staff make the most of all opportunities to introduce vocabulary, such as 'sparkly stars' and 'bright moon', and they encourage the children to look at the illustrations. Babies' interest is supported by staff who encourage them to say individual words in relation to what they see.
- Children play well together. Even very young babies quickly learn to share and take turns. Any unwanted behaviour is managed quickly and sensitively by staff. For example, when a child takes a bucket from another, a member of staff quickly encourages the child to give it back. She gently explains to her why she should not take toys from others and helps the child to select another toy.

Safeguarding

The arrangements for safeguarding are effective.

The provider has effective recruitment processes and a good selection of procedures in place to help ensure that those working with children are suitable to do so. There are strong procedures to check the suitability of new staff. The provider and staff have a good awareness of their safeguarding responsibilities. All staff complete training in child protection. They have a good awareness of the indicators of abuse and know how to report concerns. There is an identified safeguarding lead to help ensure that any concerns are reported in a timely and appropriate way.

What does the setting need to do to improve?

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

- develop staff teaching skills to enable them to fully support all children to join in and persevere in activities of their choosing
- give children time to complete activities they are engaged in before moving on with the routines of the day.

Setting details

Unique reference number	EY473330
Local authority	Norfolk
Inspection number	10117948
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 10
Total number of places	50
Number of children on roll	68
Name of registered person	Rogers, Frances Barbara
Registered person unique reference number	RP516749
Telephone number	01842 827700
Date of previous inspection	16 July 2019

Information about this early years setting

Children's World registered in 2014. The nursery employs 13 members of childcare staff including the owner and the administrator. Of these, nine hold relevant childcare qualifications at level 2 or above, including two staff who hold qualifications at level 6. 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. It supports children with SEND.

Information about this inspection

Inspector

Jacqueline Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The inspector and the provider 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 had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the deputy manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, including 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 written testimonials.

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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