

Inspection of Harlequins Nursery

Harlequins Nursery, Farrant Road, Frome, Somerset BA11 3EP

Inspection date:

15 June 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are confident, happy and settled in the nursery. They quickly become engaged in the activities provided and are motivated to learn. Children select resources independently, which leaders are gradually changing for more natural and real equipment. For example, children handle real money and act out having their hair done in role play. Children solve problems for themselves. For example, young children persevered with opening a peg to attach clothes to a line. Staff provide just the right amount of support for children to achieve, while allowing them to manage as much as they can for themselves. For example, children choose when to have snack, serve themselves and pour drinks. They learn from staff demonstrating how to cut an apple and keep trying for themselves, delighted when they achieve the task.

Older children make good progress ready for school. They take care of their personal needs and have strong relationships with each other and the staff. Parents confirm that children learning English as an additional language are quickly developing a wide vocabulary. Staff provide fun activities to encourage children's early writing skills. For example, children use their index finger to copy shapes in fine sand, excitedly noticing the spiral looks like a snail shell. Later, children copied the name from a member of staff's badge. Parents confirm that although they cannot currently enter the premises, as they did before COVID -19 (coronavirus) pandemic restrictions, the staff keep them well informed.

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

- The manager evaluates the curriculum effectively and identifies where they need to make improvements. For example, the manager has increased the opportunities for children to engage in mathematical experiences and is providing support for staff. Staff now provide repetition to help children embed their knowledge. Children count confidently, recognise some numerals and know many shapes. They spontaneously take part in number rhymes while using glove puppets and know how many are left each time they take one away.
- Each key person makes good observations on children's development, monitors their progress effectively, and successfully identifies what children need to learn next. Leaders expect staff to share this information with each other to provide suitable help. However, on occasions, this is not consistent enough to ensure staff focus their support accurately on children's next stages of learning.
- Staff help children to take appropriate risks and challenges in their play. They teach children why it is important to wear a seat belt and follow road safety. Children are emotionally secure and have good hygiene practices. Staff provide sensitive support for children in nappies or being potty trained. Children cooperate well.

- Partnerships with parents are strong. Staff share information on children's progress, how to support them at home and the changes the setting is making to their practice. The leaders listen and respond well to parents' concerns and provide good support for children and parents during changes to family circumstances.
- Children behave well and keep safe. They understand and comment on making good choices. For example, children know to keep safe in the sun and drink plenty of water. They know what healthy eating choices are and what can be eaten occasionally. Parents confirm the rapid improvement in their children's cooperation and kindness to others, since starting at the nursery.
- Staff have good opportunities to extend their own knowledge and skills. For example, they enthusiastically implement a new small-group activity which targets children's development in language and communication. Children are eager to take part and quickly develop their understanding, speaking and listening skills. However, on occasions, some staff do not give children enough time to respond to questions or use all opportunities to let children lead discussions.
- The manager provides good support for staff. She knows where they need additional training or mentoring to help them provide good outcomes for children. However, the manager has failed to follow all her recruitment procedures thoroughly. On this occasion, there is limited impact on children.

Safeguarding

The arrangements for safeguarding are effective.

Although the owner/manager has not completed all checks on staff, children are not at risk. She inherited her staff from the previous owner, who carried out checks on their suitability. Since then, the new owner has employed another member of staff. She has checked all staff suitability through the Disclosure and Barring Service. However, due to an oversight, she has not obtained references or health declarations, as stated in their policy. From now on, the manager will ensure this is done. The manager and staff all attend training, to ensure they have a good knowledge of child protection procedures. They all know what to do in the event of a child being at risk of harm.

What does the setting need to do to improve?

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

	Due date
ensure the procedures to check staff suitability are carried out robustly.	01/09/2021

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

- give children enough time to answer questions and lead discussions
- improve the consistency of staff sharing information on children's next steps to help children make even better progress.

Setting details

Unique reference number	2502294
Local authority	Somerset
Inspection number	10191512
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	32
Name of registered person	Harlequins Nursery (frome) Ltd
Registered person unique reference number	2502293
Telephone number	01373462389
Date of previous inspection	Not applicable

Information about this early years setting

Harlequins Nursery registered in 2018. It is located in Frome, Somerset. The nursery opens Monday to Friday from 9am to 3.15pm, during term time only. It receives funding to provide free early years education for children aged two, three and four years. The owner, who is also the manager, employs five members of staff. Of these, two hold appropriate childcare qualifications at level 3 and two hold level 2.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The manager and the inspector carried out a learning walk together to discuss the organisation of the curriculum.
- The inspector observed the activities and the quality of education.
- The manager and the inspector carried out a joint observation and held a leadership and management meeting.
- The views of parents were taken into account and the inspector spoke with children.
- The inspector spoke with staff and checked safeguarding information.

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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