

# Inspection of Nafferton Under Fives

Nafferton Recreation Ground, Eastlands, Nafferton, Driffield YO25 4JY

---

Inspection date: 14 July 2021

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children enjoy their time in a warm and welcoming environment. They form strong attachments with staff, who are nurturing and loving. Children enthusiastically greet their friends and enter into lively and cooperative play. They are extremely well behaved, playing well together and taking turns as they play memory games. Children know the routine of the day. They respond well to staff instruction and demonstrate good listening skills. They patiently wait in line to wash their hands ready for lunch.

Children choose what they would like to do from a wide selection of carefully chosen resources and well-thought-out activities. Staff know what they want children to learn and provide a wide range of opportunities to ignite children's thirst for learning. They place a strong emphasis on creative play and developing children's imagination.

Staff recognise how children enjoy outdoor play and ensure they implement the curriculum fully in the outdoor area. Children learn about nature as they grow sunflowers and vegetables. They spontaneously water the flowers as they engage in outdoor play. Children know that flowers need sunshine and water.

Due to the COVID-19 (coronavirus) pandemic, the setting introduced additional hygiene arrangements to keep children safe. Parents do not currently come into the nursery. Staff give extra support to children who need more help to settle. They recognise when children need reassurance.

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

- Staff implement the well-thought-out curriculum successfully. They know what children's starting points are and accurately use assessment information to identify the next steps in their learning. Children are confident learners and enjoy familiar activities. Staff have a clear intent for what they want children to learn. They take account of children's interests. For example, children explore the sensory feeling of the sand while hiding and finding their dinosaurs. Staff extend this learning as children use chalk to draw dinosaur pictures on the floor, before comparing them in a book.
- The manager reports that due to COVID-19, children's progress in communication and language and relationship building has been affected. As a result, staff are working hard to bring children back to expected levels. For example, staff offer children many opportunities to describe the animals they come into contact with. Children talk about their horses and how they are having to remain in a stable, due to illness. This focused intervention means children continue to make good progress.

- Staff recognise when children need additional support. They work with parents to ensure further advice is sought and provide activities to support children's speech and language, while waiting for professional interventions.
- Staff give clear messages to support children's understanding of healthy habits. Children know too much sugar will damage their teeth. They independently wash their hands before eating and after using the toilet. Independence skills are further promoted as children pour their own drinks, recognising they are thirsty after running around.
- Staff receive regular supervision from the manager and report they are well supported. The manager carries out observations of staff teaching practices to identify training needs and secure further improvements in their practice. However, the manager does not fully support staff to make full use of everyday opportunities to extend children's learning. For instance, they do not take advantage of daily routines to build on children's mathematical awareness.
- Staff recognise the sequencing of learning. They know that children need to build on their learning through a series of steps. For example, staff ensure children are able to engage in a range of activities which promote finger exercise and hand-to-eye coordination. This helps prepare children for going to school and gripping pencils.
- Parents are very complimentary about the care and education given to their children. They report that staff are extremely caring, and they can see their children are progressing. However, some parents feel that during COVID-19, they are not sure what their children are doing or the next steps in their learning.
- Staff liaise with other settings to share information and ensure children are progressing to their full potential. Staff adapt transitional arrangements for children going to school. For example, staff ensure those children who have been unable to visit the school have opportunities to talk about school and what to expect. They talk about the new environment and teachers. This helps children to feel excited about the next steps in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have undertaken training to help them identify when children may be at risk of harm. They know the procedures to follow should they have any concerns about a child's welfare. Staff risk assess the premises both inside and outside and take action to ensure any risks are minimised. The premises are secured once children have arrived. The manager ensures safer recruitment practices are followed to check that only suitable people are working with children.

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

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

- provide parents with more specific information about their child's next steps and about ways in which they can support their child's learning at home, to help children make even better progress
- help staff to recognise when they can use everyday routines to extend children's learning, especially in mathematics.

## Setting details

<b>Unique reference number</b>	EY553946
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10174484
<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>	39
<b>Number of children on roll</b>	39
<b>Name of registered person</b>	Nafferton Under Fives Committee
<b>Registered person unique reference number</b>	RP519355
<b>Telephone number</b>	01377 240082
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Nafferton Under Fives registered in 2017 and is situated in Nafferton, East Riding of Yorkshire. The setting is open Monday to Friday from 8am until 3pm, extending to 5pm on a Tuesday, during term time only. It receives funding to provide early years education for children aged two, three and four years. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, and the manager holds a level 6 qualification.

## Information about this inspection

### Inspector

Dawn Woodhouse-Wykes

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 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 inspector completed a learning walk with the manager and area manager. They observed staff's teaching practice during activities indoors and outdoors, and assessed the impact this has on children's learning throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents and spoke to staff, children and parents at appropriate times during the inspection.
- Children spoke to the inspector and told her what they like about the setting.

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 2021