

Inspection of Childerwood Nursery

School Road, Drayton, NORWICH NR8 6EP

Inspection date: 12 October 2021

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| Overall effectiveness | Good |
| 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 engage well in activities and are keen to demonstrate what they know and can do. They excitedly choose from an interesting range of learning opportunities indoors and outside. Children complete number puzzles, showing their skills in counting and their understanding of shape. They solve problems with the support of staff. For example, they think about how to rebuild a ramp so that the objects they roll down do not fall through the gaps. Children join in with nursery rhymes, using words and actions, and they enjoy listening to stories. This helps them to develop their communication and language skills.

Children settle well in the nursery. They quickly build relationships with staff, who are caring and reassure them when they become unsettled. Children show that they feel safe, knowing that their needs are met.

Children are happy in the nursery. They are kind, polite and help their friends as they play alongside each other. Children are confident and willing to give things a go. They become increasingly independent in managing their self-care needs and learn the importance of good hygiene. Staff explain to children why they must wash their hands when preparing food and after coughing. Children listen to staff and follow their instructions.

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

- Children are encouraged to have active and healthy lifestyles. They willingly volunteer to help prepare snack. Staff use this as a learning opportunity for children, who carefully peel and segment satsumas and then compare the size to different-sized fruit. Children access varied and interesting spaces outdoors in all weathers. They use large play equipment to climb and slide. They explore with sensory materials and listen to sounds in the environment. Children enjoy being outdoors and spend much of their time in the fresh air.
- Staff quickly get to know the children when they first start at the nursery. They know what children are interested in and plan educational activities that they enjoy. Staff quickly identify through their assessments any potential gaps in children's learning and put in place arrangements for additional support. Staff help children with limited language skills to build their range of vocabulary. They name objects children play with and guide them to put words together to form small sentences. Staff model language well for children to hear and repeat.
- Parents comment positively about their children's experiences in the nursery. They value the information that staff share with them. Parents comment that their children are happy to attend, settle quickly and make good progress, particularly in their communication and language skills. During the COVID-19 (coronavirus) pandemic national lockdowns, staff continued their partnership

working with parents. They kept in touch with those families who could not attend to offer support to continue children's learning at home.

- Staff are aware of some limitations on children's experiences due to the COVID-19 pandemic. There is a strong focus on helping children to build relationships with their peers and learn to do some independent tasks. Staff talk positively to children and each other and offer a happy and nurturing environment. This is reflected in children's positive attitudes. Children are busy and engage in activities throughout the day. They are kind to each other and play cooperatively together.
- Leaders take an active role in overseeing the nursery provision and pursue continued development. They are supportive of staff and help them to access training opportunities to extend their knowledge of how children learn. They know staff's strengths and identify aspects of their practice that could be further developed. However, some staff lack the specific support and encouragement they need to quickly address identified areas for their continued development.
- Staff supervise children well and keep them safe through their own good awareness of how to identify and manage risk. They are mindful that wet play equipment could be slippery and encourage children not to use the equipment when it rains. However, staff do not test out children's understanding of how to identify and manage risk for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have created a positive culture of safeguarding in the nursery. Staff have a secure understanding of signs that may indicate a child is at risk of harm. They are confident in the procedures they must follow to report their concerns. Leaders and managers are professionally curious and know how to escalate concerns to the relevant agencies. They regularly test out staff's knowledge of safeguarding, using a range of questions and scenarios to ensure they keep their knowledge up to date. Leaders follow safe recruitment procedures and check on staff's ongoing suitability to ensure that only those adults deemed to be suitable work with children.

What does the setting need to do to improve?

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

- help staff to quickly and successfully implement aspects of their practice identified as development areas to further enhance support for children's learning
- extend children's understanding of how to identify and manage risks for themselves.

Setting details

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| Unique reference number | EY480565 |
| Local authority | Norfolk |
| Inspection number | 10149477 |
| 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 | 42 |
| Number of children on roll | 68 |
| Name of registered person | The Childcare Professionals Ltd |
| Registered person unique reference number | RP533890 |
| Telephone number | 01603 865477 |
| Date of previous inspection | 5 March 2020 |

Information about this early years setting

Childerwood Nursery registered in 2014. The setting employs 10 members of childcare staff. The manager holds early years professional status. Five staff members hold approved 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

Julie Meredith-Jenkins

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together.
- Children spoke to the inspector about the activities they were engaged in and what they enjoyed doing at the setting.
- The manager and the inspector jointly observed and evaluated a spontaneous activity.
- Parents spoke to the inspector about their children's experiences at the nursery and the information that staff share with them.
- The manager, one of the nursery directors and the inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability.

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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