

# Inspection of Childrensworld Newport

Mere Park, Stafford Road, Newport, Staffordshire TF10 9BY

---

Inspection date: 28 October 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 who attend this nursery are happy and settled. They interact positively with staff and demonstrate that they feel safe and secure in their care. Most children are motivated to take part in activities. However, the quality of teaching and learning is variable across the nursery.

Babies thoroughly enjoy sensory activities. They laugh excitedly as they explore pumpkins, lights, bubbles, and treasure baskets filled with natural objects. Staff develop babies' confidence as they encourage them to explore without adult intervention and interact with their peers. Older children in the pre-school room are eager to join in activities. They concentrate for long periods of time and persevere at their chosen task. For example, they experiment to see which shapes they can fit together to make a bridge out of bricks. Older children are beginning to recognise mathematical concepts. They learn simple addition and can sequence colours.

Children learn to manage their own feelings and behaviour is good. They learn to share and take turns and older children discuss the 'golden rules' that are in place to help them to remember what behaviour is appropriate.

Children of all ages spend as much time outdoors as possible. Older children enjoy free flow to outdoors and can choose where they want to play. They enjoy hooking numbered fish and adding the numbers together. They pump water and watch as it flows along tubes. Older children are encouraged to take controlled risks and develop their own play.

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

- The nursery benefits from a forward-thinking management team. The manager and area manager have a clear vision for the future and continually reflect on where improvements can be made. They understand the curriculum and recognise what children of different ages should be learning. However, this is not fully embedded into staff practice to ensure that all children make the very best progress.
- Since the COVID-19 pandemic, staff have noticed some changes to children's personalities and have identified some gaps in their learning. Babies born during the lockdown period are not as confident in their social skills and older children have developed some gaps in their mathematical understanding. Staff who work with these groups of children incorporate these skills into their activities to ensure any gaps are swiftly closed.
- The quality of teaching for children in the other rooms is not as strong. Staff do not consistently plan activities that are age appropriate and at times, children fail

to grasp what is expected of them. Children who take part in a baking activity are not fully involved and the activity is rushed. Staff do not explain what is happening and they miss opportunities to extend children's learning and develop their communication skills. In addition, during circle time, staff provide younger children with pictures of emotions and ask them to choose how they feel. However, they do not explain the emotions to children and the concept is too hard for them to understand.

- Children in the pre-school room thoroughly enjoy taking part in an activity to investigate a pumpkin. They learn new words, such as 'pulp' and 'anatomy', as they scoop the seeds and count how many they have. They estimate how many seeds are in the pumpkin and guess that there are hundreds. Staff skilfully extend children's learning as they introduce letter sounds and children eagerly shout out words they can think of that begin with 's', such as 'snake'.
- The manager supports staff and monitors their practice. She observes activities and feeds back where improvements can be made. Staff attend some online training to keep them up to date with changes and help them extend their knowledge. The manager recommends training courses if she thinks they would be beneficial to enhance staff's professional development.
- Staff work closely in partnership with parents. They share information with them about their child's learning at the end of every day and through an online system. Homework bags which contain items, such as books, phonics and resources to develop fine motor skills, provide parents with ideas of how they can continue their child's learning at home. Parents are extremely positive about the care and learning their children receive. They comment that they are happy with the nursery, that staff are helpful and caring and that the communication between parents and nursery is excellent.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of the signs that may indicate that a child is being abused. This includes, the 'Prevent' duty and female genital mutilation. They attend safeguarding training, and the manager asks safeguarding questions to continually test their knowledge. They are aware of the whistle-blowing procedure and know when and how to report any concerns they may have about a child or a member of staff. Recruitment procedures are robust and checks are carried out to ensure that everyone working with the children is safe and suitable to do so. Staff are vigilant in ensuring the premises are safe.

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

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

- enhance professional development opportunities to help staff to fully embed the

curriculum

- support staff to consistently provide all children with age-appropriate activities and to recognise when and how to extend children's learning and communication skills even further.

## Setting details

<b>Unique reference number</b>	2519935
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10194600
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	99
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Children's World (UK) Ltd
<b>Registered person unique reference number</b>	RP901838
<b>Telephone number</b>	07782276725
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Childrensworld Newport registered in 2019 and is situated in Newport, Shropshire. It is one of three settings owned and operated by a private provider. The setting operates Monday to Friday, from 7.30am until 6pm, all year round. The setting employs 19 members of childcare staff. Of these, 17 have appropriate childcare qualifications at level 2 or above, including three who hold level 5 and two who hold level 6. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## 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 this into account in their evaluation of the setting.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out two joint observations with the manager.
- The manager and the inspector completed a learning walk together. They observed staff's teaching practice during activities.

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