

Inspection of Flowerpots

Randolph Centre, Stones End, Evenwood, Bishop Auckland, County Durham DL14 9RE

Inspection date: 20 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and have enjoyable and valuable play and learning experiences. They have warm and affectionate attachments with staff and demonstrate they feel emotionally secure. Children make good progress and thrive because staff have high expectations of them. They show a positive attitude to learning and are motivated to explore and investigate the stimulating learning environment. For example, older children enjoy spending time in the outdoor area, where they record the various birds that come to visit. Toddlers develop their small hand muscles as they pinch, squeeze and roll the play dough. Babies enjoy the sensation of the water as they fill and empty the various containers. They show excitement as they pull objects out of the song bag and happily copy the actions of the song.

Older children demonstrate a high level of confidence. They proudly show the inspector around the nursery. Children talk knowledgeably about the books that they have enjoyed and show what they have remembered. For example, they announce that a baby owl is called an owlet. Older children experiment, predict and compare the different colours they create as they mix paint together. Children's physical development is well supported. They are developing good coordination as they drink from open beakers and skilfully use cutlery at mealtimes to feed themselves.

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

- Leaders and staff support children's early learning and development well. They decide the most important knowledge that they want children to learn during their time in the nursery. The curriculum plans set out the order in which children need to learn this important knowledge. This ensures that children build up their learning securely and remember it well.
- Staff have a strong focus on nurturing children's personal, social and emotional development. Children are helped to self-regulate their emotions. They learn about how to be kind to others. Children also learn about the importance of caring for living things and the environment. During the inspection, children asked for their bird feeder to be put back on the tree so that the birds could find it.
- Children enjoy listening to stories on their own with their key person, or as part of a group. They handle books with care and some children are beginning to understand that print carries meaning. Staff use books well to develop other areas of learning. For example, while listening to 'Goldilocks and the Three Bears', children develop their mathematical knowledge of size and ordering numbers. During storytelling sessions, staff introduce new, exciting words and phrases, such as 'magnificent' and 'nervous', to help develop children's vocabulary.

- All children learn to behave well, work independently and share resources. They respond well because staff are good role models. There is an emphasis on thinking about and including 'our friends'. Children respond well to the high expectations of staff.
- Children access a learning environment which is well resourced. Play materials are of good quality and are readily available to the children. This allows children to make independent choices about their learning and play. There is a good balance of adult-directed activities and child-initiated play.
- Staff pay good attention to promoting children's health and well-being, overall. Lunchtime is well managed, where all children sit down and eat a hot and nutritious meal. However, staff do not always help children to understand the reasons why they need to wipe their nose or wash their hands to keep themselves healthy.
- Leaders manage and support staff well-being. Staff say they enjoy working at the nursery. Due to the impact of the COVID-19 pandemic on staffing levels, leaders have been required to work in ratio directly with the children. This has limited the opportunities for them to provide staff with supervision meetings that help them to set targets to enhance staff's ongoing professional development.
- Parents praise the nursery and the positive impact it has had on their children's development. They value the information they receive about how their children are progressing and what they are interested in. They say their children have progressed well in their speech and have become much more confident and sociable since starting at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff have a good understanding of the setting's safeguarding policy and that they keep their training up to date. All staff recognise signs and symptoms that would cause them to be concerned for a child's welfare. They know how to identify children that may be exposed to extreme views. Staff know how to report any concerns they may have about any children or the adults they encounter. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. They are vigilant about safety and maintain correct ratios to keep children safe.

What does the setting need to do to improve?

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

- review and improve the arrangements for staff supervision to help enhance, even further, a culture of support and ongoing professional development
- support children to develop clearer connections between hygiene practices, such

as nose blowing and handwashing, and the reasons why they are important, to keep themselves healthy.

Setting details

Unique reference number	EY409964
Local authority	Durham
Inspection number	10216647
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	1 to 4
Total number of places	38
Number of children on roll	28
Name of registered person	Core Care Evenwood Ltd
Registered person unique reference number	RP906854
Telephone number	01388834161
Date of previous inspection	10 August 2017

Information about this early years setting

Flowerpots registered in 2010. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, including one that holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Janet Fairhurst

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 provider and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning. She spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with parents during the inspection and took account of their views.

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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