

Inspection of Fenchurch Day Nursery

Fenchurch Street Centre, Fenchurch Street, HULL HU5 1JF

Inspection date: 14 February 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 enter the nursery eager to start their day. They are greeted by caring staff who know them well. This helps children to settle quickly into the routines of the day. Staff are very good role models to children. As a result, children feel safe and secure. Babies show they feel secure as they reach out and cuddle their key person. Children show excellent manners and remind their friends when they forget. For example, when sharing out ingredients, a child says, 'don't forget to say please'.

Children are making good progress in their learning, including those with special educational needs and/or disabilities (SEND). Staff provide stimulating and challenging activities for children based on their interests and new learning. For example, children take part in Valentine's Day activities. They create 'love potions' by following written instructions. They count measures of powder into the test tubes, adding water until it is the consistency they want. Children learn to measure and count in their play.

Children have lots of fun while developing their physical skills when they take part in a daily Latin-inspired dance fitness session. They copy the movements of the staff with enthusiasm. Children happily call out for their favourite game, 'The Floor is Lava'. They excitedly seek safe ground from the lava.

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

- The new manager has an ambitious vision for the nursery. She gives careful consideration when allocating additional funding to ensure it has the best impact on a child's learning and development. She has implemented a curriculum that gives children the skills and knowledge to build on in their future learning. For example, when making pizza, children take turns and share the ingredients. They practise their pincer grip by placing their toppings on the pizza. However, staff do not always make sure what they want children to learn, which is reflected in the activities provided.
- Children learn about what makes them fit and healthy and about their personal hygiene. For example, they wash their hands before and after food, then again after wiping their nose to stop the spread of germs. Children brush their teeth after lunch to the 'toothbrush song' as a staff member demonstrates with a giant toothbrush. Children feel their fast-beating hearts after their dance fitness session.
- Children have fun learning about mathematics. Staff encourage children to count and recognise numbers and quantities. Throughout their play, staff question children about size, order and positions of objects. For example, children call out and count numbers in the game 'What's the time, Mr Wolf?'. Children count the

spots on the ladybirds and draw the matching number into the sand. Children use mathematical language and understanding in their play.

- Staff use every opportunity to develop children's communication and language skills. They speak clearly and calmly to children. Staff use repetition and recalling of words to ensure children understand their meaning and context. As a result, children are making good progress in their language development. For example, staff use a box of sensory resources, repeating the name of the contents as children remove them from the box. Children repeat the words 'bubbles', 'ball' and 'light' as they play with them.
- Children are provided with a healthy home-cooked meal. The cook and the staff have clear information alerting them to any allergies children may have. Meals and snacks are provided according to children's dietary and cultural needs.
- Partnerships with parents are good. Staff have daily conversations with parents to keep them up to date about their child's progress. Parents comment on the wonderful support staff have provided for their children, especially those with SEND and children who speak English as an additional language. However, staff do not always check that parents understand the information shared with them, especially parents who speak English as an additional language.
- The manager completes robust supervisions for staff. She provides staff the opportunity to discuss their well-being. The manager offers support and guidance to ensure staff have the skills and knowledge to support and protect the children in their care. As a result, staff are well equipped to support children and their families.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very good understanding of the signs and symptoms that may indicate a child is at risk of harm, including wider safeguarding issues. Staff know who to contact should they have concerns regarding a child or adult. Staff undertake regular safeguarding training to ensure their skills and knowledge are always up to date to protect children. All staff have completed paediatric first-aid training. This ensures they can support children in the event of an accident. Daily risk assessments are carried out to make sure the setting is safe for children to access.

What does the setting need to do to improve?

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

- ensure staff build on their understanding of the curriculum, so that activities and experiences provided for children include the skills and knowledge they want children to learn
- implement more effective ways to share information with parents, especially

those who speak English as an additional language.

Setting details

Unique reference number	EY355671
Local authority	Kingston Upon Hull City Council
Inspection number	10225289
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	70
Number of children on roll	39
Name of registered person	Goodwin Development Trust
Registered person unique reference number	RP523707
Telephone number	01482 497801
Date of previous inspection	7 February 2018

Information about this early years setting

Fenchurch Day Nursery registered in 2007. The nursery employs eight members of childcare staff. Seven staff members hold a level 3 childcare qualification. One holds a level 4 childcare qualification. The nursery is open from 7.30am to 6pm, on Monday to Friday, all year around, except for public holidays and a week at Christmas. The nursery receives early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

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 provider and the inspector completed a learning walk together to understand how the early years provision and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting.
- Joint observations were carried out by the inspector and the provider.
- Children spoke to the inspector about their experiences in the setting.
- The inspector spoke to staff, parents and carers at appropriate times during the inspection.
- A meeting was held with the provider. This included a review of relevant documentation, including evidence of staff's suitability and training.

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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