

Inspection of The Red Roof Children's Day Nursery at Kinsley and Fitzwilliam Community Resource Centre

Wakefield Road, Fitzwilliam, Pontefract, West Yorkshire WF9 5BP

Inspection date: 21 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

Staff warmly welcome children into the nursery. Children happily go into their care room and explore a variety of activities that support their individual interests. For example, children explore in the water tray. Staff allow children to access resources independently. Children select sharks and explore squeezing them to fill them with water. Children are comfortable in the routine of the nursery.

Leaders and staff are clear on the impact COVID-19 has had on children's development. Staff are supporting children effectively to make rapid progress in their learning. For example, staff discuss that some children have experienced difficulty in adjusting to routines. Families have been provided with resource packs to support learning at home. Leaders have also provided regular contact for families not accessing provision during national lockdowns.

Staff have a strong knowledge of the local community. They support the wider community by providing a food bank facility. Leaders work with the community centre onsite to secure additional funding to support the families who access the nursery. Parents speak highly of the nursery and the support their children receive. Staff are involved in decision-making for the setting, such as how to utilise early years pupil premium. The funding is often used to purchase additional resources to widen children's experiences. For example, gardening equipment has been purchased to create a herb garden.

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

- Leaders and staff have positive relationships with each other. Staff talk positively about the support they receive from the manager. Leaders are positive role models to staff. For example, the manager spends time within the rooms, providing guidance and assistance. There are systems in place for leaders to identify mandatory training needs to improve the quality of practice. However, leaders have not yet developed systems for fully considering how training meets the individual needs of staff, or the quality of education.
- The curriculum is carefully planned for with children's interests being a focus. Staff talk about how they observe and record information about children. They use this to plan activities for individual children. Staff knowledge about what they want children to learn is clear. For example, during circle time, children talk with excitement about a fire engine. Staff encourage children to take turns in the conversation. As a result, children are taught to respect the views of others.
- Staff knowledge of individual children is strong. They are confident to talk about their key children with a good understanding of their level of development, including their next steps for learning. Staff liaise with each other to ensure that they meet the needs and interests of all children. Staff are skilled to support

children in their play and build on what they already can do. For example, children show high levels of enjoyment in the outdoor area. Toddlers are supported to throw balls and ride tricycles.

- Children of all ages enjoy choosing songs and stories to share. They join in enthusiastically with the traditional rhymes being sung. Toddlers are developing a love of reading and familiar stories. For example, they thoroughly enjoy snuggling into staff as they share a story together. Children handle books with confidence, turn the pages and point to pictures they want to share.
- Positive interactions are happening throughout the nursery and staff use age-appropriate language to encourage children's early speech. For example, during an activity about tooth brushing, pre-school children use appropriate vocabulary such as 'dentist' and 'toothpaste'. However, at times, staff do not extend or build on children's subject knowledge to deepen their learning and understanding.
- Children are encouraged to be purposeful when exploring the activities on offer. They are supported to develop their play, both individually and with others. Children show curiosity in their environment. For example, children in the toddler room explore the sand. They push small pebbles underneath the sand and sprinkle it across the top of diggers.
- Daily routines are positive and promote independence. They allow time for children to eat together and this is a social occasion. During snack time, pre-school children select their snack before preparing it themselves. Children pour milk and water for themselves. They talk with each other about what they like to eat at snack time. Staff encourage children to use cutlery and to feed themselves. Hygiene is promoted throughout the setting. Children are reminded to wipe their noses and wash their hands. They access the toilets independently.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of their roles and how to report concerns about children. Staff have received training and confidently talk about the signs of abuse. Recruitment procedures are robust. All staff hold full and relevant qualifications and have an enhanced Disclosure and Barring Service check. Leaders demonstrate the ongoing suitability checks that are carried out. The setting is secure and parents understand the procedures for arrival. Parents do not allow unidentified adults admission to the nursery. Staff assess risks throughout the day. For example, staff discuss the high winds that day and make informed decisions about the safety of the outdoor area. Consequently, children are kept safe throughout the day.

What does the setting need to do to improve?

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

- further develop staff skill and knowledge in addressing misconceptions and

deepening children's understanding of vocabulary and concepts

- precisely focus training on the individual needs of staff and carefully reflect on the impact of training on the quality of education.

Setting details

Unique reference number	322063
Local authority	Wakefield
Inspection number	10221937
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	2 to 4
Total number of places	55
Number of children on roll	52
Name of registered person	Kinsley & Fitzwilliam Learning & Community Centre
Registered person unique reference number	RP522133
Telephone number	07877486954
Date of previous inspection	24 November 2016

Information about this early years setting

The Red Roof Children's Day Nursery at Kinsley and Fitzwilliam Community Resource Centre registered in 2001. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round, except for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tiffany Allison

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 manager joined the inspector on a learning walk and talked about the curriculum and what staff want children to learn.
- The manager completed a joint observation with the inspector. The manager discussed the observation with the inspector.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector talked to the nominated individual about the leadership and management of the setting.
- The inspector talked to parents at appropriate times during the inspection and took account of their views.
- The inspector observed children playing and spoke with children during the inspection.
- The inspector checked documentation during the inspection.

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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