

Inspection of Clifton-Upon-Teme Nursery Limited

Pound Lane, Clifton-on-Teme, WORCESTER WR6 6DE

Inspection date:

23 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed into a safe and inviting space, which is set up daily with their needs in mind. Children are becoming familiar with the newly introduced routines to help provide more structure to the day. However, because of weakness in teaching, not enough children show sustained levels of engagement during group times and some activities. On the occasions when teaching is good, children are motivated and eager to learn. For example, children spend a long time using teabags and diffusing them in water. Staff support them to consider the changing colours and the scent of the teabags. However, due to inconsistent teaching, not all activities capture children's interest for long enough. On these occasions, staff interactions lack challenge and focus, and children become disinterested and quickly move on to something else.

Children's behaviour is not consistently good. During circle time, staff reinforce behaviour expectations and children talk about using 'kind hands' and 'indoor feet'. However, children too often snatch toys, push each other, and do not show enough care and concern for others' feelings. Babies receive the attention they need to help them to explore and discover. For example, staff encourage babies to use the ramps and steps while they crawl, and help them to discover the rich range of resources made available. Children talk about their own families, but have few opportunities to learn about diversity and communities beyond their own experience.

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

- Since the last inspection, there have been a number of changes to who has been managing the nursery. The senior leaders do not use robust monitoring systems to ensure they can swiftly identify when the management team is under-performing. This has led to weaknesses in the educational programmes, the quality of teaching, and the vetting processes used to recruit staff.
- The newly recruited and experienced manager has taken prompt and effective action in relation to previous weaknesses that she identified in the vetting of staff. This helps to ensure children are safe.
- The quality of the coaching and support that staff have received since the last inspection has been variable and teaching is not consistently good. Some staff do not place a strong enough focus on promoting children's communication and language during their interactions in order to help them build a rich vocabulary.
- The manager has correctly identified all areas for improvement. However, the processes for using self-evaluation to help staff to reflect on practice and drive improvement are in the early stages.
- There are weaknesses in promoting children's personal, social and emotional development. Staff adopt a nurturing approach and children are confident in the

environment. However, staff do not place enough focus on supporting and teaching children to manage their feelings so they can begin to regulate their behaviour accordingly.

- Staff use children's own experiences and interests in the local rural and farming environment as a firm base to plan activities. They provide a varied range of experiences for children to learn about the natural world and living things. For example, children wake the chickens and collect and count the eggs from the pretend coop. Staff support them well to talk about their own families. However, staff plan fewer opportunities to teach children about diversity and communities beyond their own experience.
- Staff often use books and songs that are linked to children's interests and what is being taught. For example, children delight in holding their animal masks while they jump, sing and make animal sounds. Children are beginning to show an interest in counting, colour, shape and size when they play.
- Children enjoy being physically active outdoors in the fresh air. They skilfully use tricycles and scooters. Staff give babies a safe space to be physical. Staff offer parents advice on how to provide healthy items for lunch, and help children to understand the benefits of a healthy diet.
- Staff keep parents well informed about their children's day. Parents report that their children are happy and settled, and they value the online progress tool used to keep them up to date of their children's progress.

Safeguarding

The arrangements for safeguarding are effective.

The new manager is highly motivated and diligent. When checking staff files, she found that in the past a member of staff had been employed using an existing Disclosure and Barring Service (DBS) check from a previous employer. This is not in line with the nursery's own safer recruitment procedures and a new check had not been completed. The manager has taken swift and effective action to ensure that there are robust recruitment and induction procedures in place for all staff. Where the provider is awaiting DBS checks on staff, these staff do not work unsupervised with children. The manager, leaders and staff have a good understanding of child protection and wider safeguarding issues. They know who to contact if they have a concern. The nursery environment is safe and clean.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date

ensure there are robust systems in place to effectively tackle staff under-performance at all levels, to ensure all staff are suitable and able to fulfil the requirements of their role	14/04/2022
improve the arrangements in place for staff supervision, coaching and support to help to raise the quality of teaching, including interactions, to a consistently good level	14/04/2022
improve the educational programme for children's personal, social and emotional development to help them to manage their emotions and show concern for others' feelings, to improve their behaviour.	14/04/2022

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

- increase the opportunities for children to learn about diversity and communities beyond their own experience to further develop their understanding of the world.

Setting details

Unique reference number	205279
Local authority	Worcestershire
Inspection number	10072510
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	0 to 3
Total number of places	40
Number of children on roll	30
Name of registered person	Clifton Upon Teme Nursery Limited
Registered person unique reference number	RP522451
Telephone number	01886 812380
Date of previous inspection	5 January 2016

Information about this early years setting

Clifton-Upon-Teme Nursery Limited registered in 2000. The nursery is open Monday to Friday all year round, except for the August bank holiday week and the week between Christmas and New Year. Sessions are from 7.30am until 6pm. The provider receives funding to provide funded early education for two-, three- and four-year-old children. The provider employs seven members of staff. Of these, one holds an early years qualification at level 5 and the rest hold a qualification at level 3.

Information about this inspection

Inspector

Parm Sansoyer

Inspection activities

- This is the first inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the manager.
- The inspector held a meeting with the manager and the nominated person. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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