

Inspection of Coton Day Nursery and Out of School Club

Coton C of E Community Primary School, Whitwell Way, Coton, Cambridge,
Cambridgeshire CB23 7PW

Inspection date:

10 March 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

The nursery has recently experienced some disruption with staff and manager changes. However, the newly appointed manager demonstrates a good vision for the future of the nursery and a positive attitude to improving the quality of care and education the children receive. However, these plans are very much in their infancy and currently children are not getting the high-quality learning experiences they deserve.

Teaching is variable. There are inconsistencies in the quality of interactions from staff that stimulate and motivate children to learn. Outside, some staff tend to hover and supervise children rather than engaging in meaningful learning opportunities. However, children enjoy their time in the nursery and are confident to approach staff with their wants and needs.

Babies have formed close bonds with staff and welcome cuddles and comfort when they need reassurance. Children enjoy listening to stories and singing songs. They like to explore different textures, such as sand and dough, with a variety of tools. They carefully use spoons to scoop and fill containers and babies show a fascination with sand as it disappears quickly through their fingers.

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

- The new manager demonstrates a strong commitment to the nursery. She has identified where improvements need to be made and how she intends to implement these. This includes close monitoring of staff to further develop their teaching practice. Despite being in post for a short time, she has already begun to build positive relationships with staff who speak very highly of her. They particularly like the clear organisation she brings to the nursery.
- The key-person system needs improvement. Recent staffing issues have meant that some children do not have a consistent key person to provide individual support in the nursery and build solid relationships with parents. However, the provider has ensured that, currently, the same interim staff are used, so that children are able to become familiar with them and build a rapport.
- The manager is in the process of implementing new planning systems for children's learning and staff are still familiarising themselves with this. Currently, when deciding on activities to carry out, some staff do not demonstrate a clear learning intention for children. They do not always recognise how and when to extend learning.
- Children have good space to develop and practise their physical skills. They confidently ride balance bikes and scooters up and down a path and skilfully navigate around obstacles in the garden.
- The premises are safe and secure. Staff make effective use of risk assessment

throughout the day. Children are, generally, helped to gain an understanding of how to keep themselves safe, such as when using climbing equipment and tricycles outside.

- Children behave well and engage in activities that promote their turn taking and listening skills. Children form close relationships. Young children enjoy being pushed around the garden on their tricycles by older children. Staff use specific books and resources that help children to express their feelings.
- Children are becoming independent in their self-care. They are given consistent opportunities to put on their own coats and wellington boots independently. Children understand the importance of washing their hands after visiting the toilet and are beginning to learn about oral health. At mealtimes, young children learn how to use cutlery to feed themselves.
- Staff give a clear handover to parents about their children's day at collection time. However, there is a lack of consistency in the systems in place to ensure that parents know about their children's individual learning and how this can be supported at home. Parents do feel that their children are well looked after, although, they admit recent staff changes have been unsettling. They are positive about the new manager and the improvements she may bring.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a sound understanding of safeguarding issues. They know how to recognise signs and symptoms of abuse, including risks associated with radicalisation and female genital mutilation. Staff are aware of the procedures for reporting any concerns they may have about adults and children in the nursery. Management provides all staff with training and regular updates about child protection and safeguarding. Appropriate procedures are in place to check the suitability of adults working with children.

What does the setting need to do to improve?

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

	Due date
improve the quality of teaching and ensure children engage in planned, purposeful play that supports their individual needs and interests	21/06/2022
improve the key-person system to ensure that children and parents are provided with a settled relationship that meets their individual needs	21/04/2022

provide effective support, coaching and training to all staff to ensure that they offer good quality learning and development experiences for children.	21/06/2022
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To further improve the quality of the early years provision, the provider should:

- enhance information sharing with parents, so that all parents know the individual progress their children are making and how to support and extend their child's learning at home.

Setting details

Unique reference number	2560330
Local authority	Cambridgeshire
Inspection number	10230691
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 11
Total number of places	58
Number of children on roll	33
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01767 688714
Date of previous inspection	Not applicable

Information about this early years setting

Coton Day Nursery and Out of School Club registered in 2019. The nursery employs five members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 and 3. 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- and three-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- This was the first routine 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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