

# Inspection of Nursery Of Narnia and Out Of School Club

Rowan House, Winton Road, Swindon, Wiltshire SN3 4WF

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Inspection date: 24 March 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is good**

Children receive a warm welcome from the caring staff team, which helps them to settle in quickly. All children, including those with special educational needs and/or disabilities (SEND), benefit from an inclusive and nurturing learning environment. Staff treat children as individuals and value their comments and contributions. Children are confident, happy and emotionally secure in this friendly setting.

Children enjoy exploring their surroundings and have access to the large 'yurt' and the 'lodge' where they benefit from a range of learning opportunities. This includes free-flow play as part of the continuous curriculum on offer. Staff actively encourage children to be curious and explore the different environments. As a result, children develop greater independence and learn to make choices from a young age. Children are gaining the skills they need for their future learning.

Leaders and staff are passionate about meeting the changing needs of children and their families. Parents comment that staff go 'above and beyond' to support their children. For example, the nursery has established 'The Wardrobe of Narnia' located at the front of the building where staff encourage parents and the local community to access free resources and food. There is a real community feel at this setting. Leaders and staff share a vested interest in promoting children's sense of belonging and active participation in learning.

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

- Children benefit from a broad and balanced curriculum and staff have a good understanding of what they want babies and young children to learn. For example, babies enjoy using their senses as they explore different paint textures while creating Mother's Day cards. Pre-school children show good concentration during group time as they recall what day comes next as they sing the 'days of the week' song.
- Staff know how to promote children's independence skills effectively. For example, during snack time, they encourage children to hand out plates and pour their own milk from a jug. Children demonstrate a can-do attitude to managing small tasks for themselves and receive praise from staff for their efforts. This helps to motivate children and build their self-confidence in their own abilities.
- Staff promote children's good health and offer nutritional snacks and meals, including fresh fruit and vegetables. Staff cater for individual dietary requirements and provide alternative food options, such as dairy-free alternatives. Key persons ensure that parents receive regular updates about their children's daily activities, including babies' sleep patterns and food intake. Parents are highly complimentary about the 'wonderful' staff team and comment

that they 'couldn't imagine their child going anywhere else'.

- Staff observe children's learning regularly and use their ongoing assessments to identify children's next steps in learning. Children engage in meaningful learning opportunities and gain many skills. For example, they show good concentration and focus when measuring the diameter of a tree. Staff help to extend children's interest by suggesting they measure their feet. However, at times, staff miss opportunities to vary their teaching approach to match children's current abilities.
- There are effective arrangements in place for children with SEND. The manager has a clear understanding of her role as the special educational needs coordinator (SENCO). She meets regularly with key persons to review individual learning plans for children with SEND and identify their next steps. The manager liaises closely with parents and other professionals to support children's specific learning needs.
- The manager and company director meet regularly with staff for supervision meetings where they discuss individual staff performance and offer ongoing support. Staff are highly positive about the support they receive from management and describe leaders as being caring and always promoting their well-being.
- Staff benefit from regular training to improve their knowledge. For example, staff have undertaken SEND training to support children's individual needs and comment how this has helped to refresh their knowledge and underpin their already good practice. Leaders have improved the quality of the nursery provision following the last inspection. They have successfully addressed the previous actions relating to the SEND provision and use of assessments.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff have a robust understanding of their role to safeguard children and keep them safe from harm. Staff are knowledgeable about the signs and symptoms of abuse and neglect. They are clear about the procedures they need to follow to report any concerns about a child in their care. Leaders ensure that staff understand how to recognise and report wider safeguarding issues, such as those relating to county lines and domestic abuse. Staff undertake regularly safeguarding training to keep their knowledge up to date. They have relevant contact numbers for their local safeguarding partnership should they need to report any concerns.

## **What does the setting need to do to improve?**

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

- review adult-led activities by taking into account the varying ages and abilities of children to further increase their enjoyment to learn and explore.

## Setting details

<b>Unique reference number</b>	EY563535
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10212668
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	170
<b>Name of registered person</b>	The Nursery Of Narnia Community Interest Company
<b>Registered person unique reference number</b>	RP563534
<b>Telephone number</b>	07900 522980
<b>Date of previous inspection</b>	5 October 2021

## Information about this early years setting

Nursery of Narnia and Out of School Club registered in 2018. The nursery is located in Swindon, Wiltshire. The setting opens on weekdays from 8am to 6.30pm all year round. Parents are also offered out-of-hours care and overnight care as an additional service. There are 20 members of staff employed to work at the nursery. Of these, one is a qualified teacher and 15 staff hold relevant qualifications at level 2 and above.

## Information about this inspection

### Inspector

Shahnaz Scully

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. The manager explained how the provision is organised and the focus of the curriculum.
- The inspector carried out joint observations with the manager.
- The inspector spoke to the staff and children at suitable times throughout the inspection.
- The inspector spoke to parents and considered their views.
- A meeting was held between the management team and the inspector.
- The inspector sampled documents, including staff files and qualifications.

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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