

Inspection of Safari Childcare

King George V Pavilion, Clairmont Road, Colchester, Essex CO3 9BE

Inspection date: 10 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children excitedly arrive at nursery. They are happy and leave their parents with ease as they are greeted by welcoming, friendly staff. Children relish their time at nursery. They are keen to have a go at new experiences and are inquisitive and eager to learn. For example, children thoroughly enjoy cutting fruits to taste. They predict if there are stones or pips in the middle and where the fruits come from. They are patient as they wait for their friends to chop and slice, using knives with skill under the watchful supervision of staff. Children have good language skills and talk about fruits being sour. They giggle as they pull faces at the bitterness of the lemon.

Children become completely engrossed in their play. They can select resources from the open storage units and initiate their own learning through their individual interests. For example, toddlers transport sand to a tray full of shaving foam and make a mixture. They clearly enjoy the sensory play and are fascinated with the changes in texture. They are fully supported when they choose to paint. They know to select paints and a brush and add water. Children show sustained levels of concentration as they mix the colours together and are praised for their beautiful creations.

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

- The manager and her deputy demonstrate a commitment and passion to provide children with meaningful, fun learning opportunities. Training is positively encouraged. The staff's individual skills and ideas are valued, to further enhance the curriculum. Staff morale is good, they are enthusiastic and feel inspired. They comment how supported they feel and are happy to be at the setting. The manager has a clear understanding of the importance of monitoring practice. Her focus is on her team's individual professional development, as this has a positive impact for the outcomes for children attending.
- Parents speak highly of the care and education their children receive. They discuss how friendly and approachable the staff are. Parents comment that their children settle quickly as the staff know them well and feel reassured that the children make good progress. Many comment on their children's language development and the extra support that is offered if they need additional help.
- All children attending make good progress. Staff are fully aware of children's individual needs and interests. This includes children who require additional support or who speak English as an additional language. Activities are provided with a precise focus on supporting each child's unique needs. Children are settled and feel secure as they are supervised well and have quality interactions with the staff.
- Staff engage children in meaningful conversation. All staff are skilful in posing

questions that encourage children to think and solve problems. They allow children time to think and respond. Children are confident and engage with their friends in their play. They communicate well and have good language skills. For example, children decide they need to build a den in the garden when it starts to rain. They discuss how they are going to do this, fully supported by a member of staff. They negotiate what resources are needed. They happily chat and giggle under the tarpaulin, clearly proud at their sense of achievement.

- Children's behaviour is very good. Staff have high expectations for all children attending. They understand what is acceptable and listen intently to instructions. Children are positively encouraged to negotiate together to find a solution to a problem. For example, when they use reels of tape to measure the playroom, they persevere at finding the end of the tape and help one another.
- Children are skilfully supported with their ideas and to initiate their own play. They access quality, open-ended resources from easily accessible units. There is a constant hive of activity within the nursery as children are engrossed in their play. However, on occasions they are not encouraged to tidy away their resources, including books, when they have finished with these, in order to take care of the things that they use.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team of staff all demonstrate a secure knowledge of how to keep children safe. They are clear about the procedure to follow should they have a concern regarding a child's well-being. Completion of regular safeguarding training, including wider aspects of child protection, is a priority to ensure all staff are confident and have a good knowledge of how to protect children. Staff educate and support children to understand how to keep themselves safe and take managed risks through well-planned activities. Good recruitment and induction policies ensure children are cared for by staff who understand their roles and responsibilities and are suitable to do so.

What does the setting need to do to improve?

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

- help children to understand how to take more care of their environment and resources, particularly when they are leading their own play.

Setting details

Unique reference number	2534235
Local authority	Essex
Inspection number	10208538
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	32
Number of children on roll	46
Name of registered person	Safari Childcare Colchester Limited
Registered person unique reference number	2534234
Telephone number	07765118704
Date of previous inspection	Not applicable

Information about this early years setting

Safari Childcare registered in 2019. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, during school term times. Sessions are from 9am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 showed the inspector around the areas that children access. They discussed how staff organise the nursery and plan the curriculum and experiences for children.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held discussions with staff, children, and parents at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence about staff's suitability and training.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

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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