

Inspection of Samuels Christian Nursery

Broadmead Community Church, Broadmead Avenue, Northampton,
Northamptonshire NN3 2QY

Inspection date: 16 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

All children, including those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), are warmly welcomed by staff when they arrive at nursery. New children are helped to settle in by the sensitive and caring staff team. Staff help children to become familiar with the routines and to choose which toys they want to play with. This contributes to children developing positive relationships with the staff as well as their feelings of well-being and confidence.

Children are eager to explore the activities and toys. They work well together and behaviour is good. Staff help children to think about how to extend their own learning as they play alongside them and talk to them. For example, when children show spontaneous interest in the toy insects, staff suggest they use a book to see if they can match the pictures to the models. Children discuss how the insects might get into the 'bug house'. Staff help them to identify different features, such as those that crawl and those that have wings and can fly.

Children are keen to rise to challenges the staff provide for them. Staff support children to build their own models with construction toys. Some create recognisable vehicles and others, who do not usually choose this type of activity, are successful in using a screwdriver to join sections together. Staff praise children for their efforts and achievements, which helps to promote children's confidence to try new experiences.

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

- The management and staff team work effectively together. Staff feel valued and are encouraged to continue with their professional development. This may be through working towards higher level qualifications or through taking on a lead role in the nursery one day each week, supported by the deputy manager. The additional knowledge and responsibility contribute to staff being confident in their roles.
- Staff provide children with good quality interaction and teaching as they play. They pick up on children's interests and help them to experiment. For example, children talk about tornados as they try out a variety of containers and funnels in the water tray. They pour water quickly into the funnel and watch with fascination as the water swirls around. Staff encourage children to share what they know about tornados, and they consider how they can extend children's learning following this conversation. Children with SEND are supported effectively. Staff help them to make choices and identify their needs and feelings by using picture boards as a communication tool.
- Children take part in activities that broaden their experiences and contribute to

their developing literacy skills. Children learn about nature as they look at tadpoles in a tank and follow their progress as they grow into frogs. Staff encourage children who have fewer opportunities to look at books at home to choose a book from the nursery library. Children select a book with their parents and take it home to look at together.

- Children are encouraged to be independent as part of their preparation for starting school. They find their picture on the coat pegs and hang up their things when they arrive. Children serve themselves food and pour their own drinks at snack time. Children enjoy selecting their own resources, such as art and craft materials, and make choices about what they play with. Children are mostly willing to help tidy away at the end of the session. However, occasionally, children's play is interrupted. For example, when children are engrossed in what they are doing they are not prepared or given time to finish what they are doing before being asked to tidy away.
- Staff are skilled in storytelling. They use puppets and other toys to illustrate stories they tell without using a book. Mostly, children remain engaged and interested, listening to the story. However, staff do not always pitch the stories or the length of the session correctly for every child taking part and this, sometimes, results in children losing interest and becoming distracted.
- Staff have a gentle, clear, and consistent approach to helping children learn about the expectations for behaviour. They take time to explain to children about why certain behaviour is not acceptable and help them to think about the impact their behaviour has on their friends. Staff support pre-school age children to talk to their friends and use their words to tell them what it is they do not want them to do. This contributes to children learning the skills to resolve disagreements for themselves.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant when supervising children at nursery. They have effective procedures for checking the numbers of children they have in their care, both during indoor and outdoor activities. Staff are vigilant and make sure that all children are brought back inside after outdoor activities are finished. The premises are secure, and staff follow thorough risk assessments to ensure all the equipment and resources are safe and suitable for children to use. Staff keep their knowledge about child protection up to date through regular discussions and training. They demonstrate a suitable understanding of how to recognise the signs and symptoms of abuse and they know who to report any concerns to.

What does the setting need to do to improve?

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

- enhance the organisation of group story times to ensure the teaching is pitched appropriately, so it is engaging and meaningful for all children taking part
- focus more precisely on preparing children for changes in the daily routine, particularly so they have time to finish their activities before tidying up time.

Setting details

Unique reference number	2509750
Local authority	West Northamptonshire
Inspection number	10237740
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	40
Name of registered person	Samuels Christian Nursery
Registered person unique reference number	RP522362
Telephone number	01604 968 310
Date of previous inspection	Not applicable

Information about this early years setting

Samuels Christian Nursery registered in 2018 and is managed by a committee. It is situated in Northampton. The nursery employs 10 members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3 or level 4. The nursery opens from Monday to Friday, term time only. Sessions are from 8am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Eastwell

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 setting and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The deputy and inspector completed a learning walk together.
- The inspector held a meeting with the deputy manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also took account of written feedback from 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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