

Inspection of Clarence House Godmanchester Nursery

19 The Causeway, Godmanchester, Huntingdon, Cambridgeshire PE29 2HA

Inspection date:

26 May 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children come into the nursery happy and readily leave their parents at the door. They are greeted in their room by staff who are gentle and caring towards them. Children are supported to build strong bonds with their key person and frequently show their affection by independently seeking staff out for a cuddle. Babies have some opportunity to develop their communication and language skills. Staff sing songs and read stories to them. However, the consistent approach to supporting children's communication and language is not yet fully embedded in practice. For example, when staff read stories to babies, to help their growing vocabulary, other staff allow children to bang tins loudly beside them. This distracts the children and disrupts the intended learning.

Children play outside in the garden. Babies mix with the toddlers to help support those children who are transitioning between rooms. Toddlers enjoy playing in the outdoor kitchen and babies enjoy having their snacks together at an outdoor table. This helps children to develop their social interactions. Inside, children enjoy using their imagination with staff as they pretend to be on the moon. They wobble about as they pretend to walk in space and discuss what foods they may eat on the moon.

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

- Managers and staff have worked hard to improve all aspects of the nursery. They have sought advice and guidance from the local authority and engaged in a programme of training to address the weaknesses raised at the last inspection. As well as this additional support, they have implemented robust cleaning routines and provided staff with more support to understand their roles and responsibilities. This shows their commitment to improving the quality of their provision.
- Staff receive regular supervision meetings. Managers identify that there are still weaknesses in the quality of teaching and are providing ongoing support to improve this. Some staff do not implement the learning intentions of the curriculum well enough. For example, staff do not role model correct vocabulary when interacting with the children. They use phrases, such as 'Do you want to do some messy' when asking a child if they would like to join in with an art and craft activity. They repeat phrases, such as 'Say ta' when role modelling polite manners. As a result, some children have not made enough progress in their communication and language skills to prepare them for the next stage in their learning.
- Children enjoy mealtimes together. Staff understand children's dietary requirements and they make sure that these are adhered to. Staff practise appropriate hygiene measures at mealtimes, including ensuring children wash

their hands or cleaning babies' hands with individual flannels. At other times, good hygiene practices are not thorough enough. For example, on the day of inspection, staff changed children's nappies without following consistent good hygiene practices, such as washing their hands between each child or wearing complete protective clothing. This does not help to consistently reduce the risk of cross-contamination.

- Children enjoy spending time with staff building towers out of blocks. Children are starting to learn how to solve problems. Staff help them to understand that using bigger blocks on the bottom instead of the top will help the tower stand up. Staff help children identify the different colours of the blocks and match them to their clothes.
- Children show they feel safe and secure. They engage well in activities, playing alongside or with other children. Babies explore water play and a variety of sensory resources, such as bubble tubes and different sensory materials, such as flour and pasta. Staff tenderly rock babies to sleep in their arms. Toddlers learn to be independent as staff encourage them to self-serve their snack, and they confidently pour their drinks.
- Children with special educational needs and/or disabilities receive good support from staff. Staff work alongside parents and other professionals to support their learning and development. Additional funding is used effectively and support is tailored to each child's needs. This shared approach helps provide a continuity of care to ensure that these children make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Managers have good procedures in place to ensure those working with children are safe to do so. Staff know how to identify the signs that may indicate that a child is at risk of harm or abuse. They know what to do if they are concerned about a child's welfare. Staff describe the action they would take if they had concerns regarding a colleague's practice. Managers ensure staff undertake regular training, so their knowledge remains current. There is a designated safeguarding lead to ensure that any concerns are appropriately reported.

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 implementation of the curriculum for children's communication and language to ensure they make good progress.	31/08/2022

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

- ensure that hygiene practices are consistently promoted throughout the setting.

Setting details

Unique reference number	EY260325
Local authority	Cambridgeshire
Inspection number	10218058
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	50
Number of children on roll	26
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Telephone number	01480 731213
Date of previous inspection	2 December 2021

Information about this early years setting

Clarence House Godmanchester Nursery registered in 2003. The nursery employs seven members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 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 observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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