

# Inspection of Radbrook Nursery and Pre-School

Unit 7 Bank Farm Road, SHREWSBURY SY3 6DU

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Inspection date: 9 June 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive happy and are warmly welcomed into this safe and nurturing environment. They enjoy the routine and respond very well to staff. For example, children eagerly form a circle in readiness for group time and show high levels of engagement throughout. Children show a comprehensive understanding of numbers and counting. They delight in recognising numbers and the corresponding rhyme linked to the number. Children behave well and have close relationships with staff. For example, children press a mounted button of their choice to request a hug, fist bump, handshake or a high five from staff. Children thoroughly enjoy an obstacle course that staff have made, based on the children's favourite video game character. This in particular inspires children with special educational needs and/or disabilities (SEND), and all children fully take part. For example, children use words, such as under, over and through as they move around the obstacles.

Babies are confident in their environment, including when they join the older children in their room for lunch. They have close bonds with their assigned staff and enjoy being close. Babies enjoy their interactions with staff, who entice them well to repeat words and sounds. Babies delight in using the various utensils as they explore the dried oats and crackers.

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

- The manager and owner work extremely well together to lead this small and enthusiastic staff team to provide good quality care and education. The well-thought-out curriculum ensures staff introduce children to new learning experiences and build on children's prior learning. Staff work closely with parents to find out what their children enjoy and any experiences they do not have at home. This helps them focus on the essential knowledge children need to help them succeed.
- Staff incorporate books extremely successfully into the curriculum to help ignite children's curiosity and imagination. They creatively use the 'Book of the Week' to plan a broad range of activities to inspire children to learn. Staff place a sharp focus on promoting children's language development and engage them very well in conversation.
- Staff place a high focus on supporting children with SEND. As a result, all children are fully included and engaged. Staff work closely with parents and any professionals working with children to help understand their individual needs and devise their next steps in learning.
- Parents receive detailed assessment reports about their children's progress to keep them up to date. The weekly book bag library system is popular with parents and they appreciate the many events they can attend throughout the year. Parents state they are happy with the service they receive and impressed

by the range of experiences, and visits children take within the local community. For example, children have visited the local dentist to learn how to care for their teeth.

- Promoting children's personal, social and emotional development is a clear priority. Staff use a creative range of strategies, such as wooden spoons with emotion faces and engaging stories, to encourage children to talk about their feelings. Staff have extremely strong links with the school next door, which the vast majority of children move on to. Staff provide ample opportunities for children to take part in school events, so children are familiar with the school and teachers when they move on.
- Staff benefit from ongoing staff supervision, coaching and training to help develop their teaching skills. However, the manager does not rigorously monitor the educational programmes to help her identify further areas for development. For example, the manager has not identified that staff plan few opportunities for children to learn about communities beyond their own experience.
- Overall, staff confidently use children's assessment information precisely to plan activities to help build on their learning. However, on occasions, staff caring for the most-able babies do not plan enough challenging physical and creative opportunities to help further extend their skills.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe, clean and suitable. Staff carry out daily checks to ensure activities and the areas used by children are safe. The manager follows robust recruitment, vetting and induction procedures to ensure all staff are suitable. Staff have a good understanding of child protection and the procedures to follow if they have a concern about a child. There are effective systems in place to share information with any professionals involved with children and their families to help promote children's welfare. Staff help children learn how to keep safe on outings and around the local ponds.

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

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

- support staff in the baby room to plan a wider range of challenging opportunities for the most-able babies to be physical and creative, to help further extend their learning
- monitor more rigorously the educational programmes to help identify areas for further development, such as providing increased opportunities for children to learn about communities beyond their own experience.

## Setting details

<b>Unique reference number</b>	EY489553
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10220613
<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>	1 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Morris, Emma Louise
<b>Registered person unique reference number</b>	RP516058
<b>Telephone number</b>	01743 243067
<b>Date of previous inspection</b>	2 August 2016

## Information about this early years setting

Radbrook Nursery and Pre-school registered in 2015. It opens Monday to Friday all year round, except for a week at Christmas and bank holidays. Sessions are from 7.45am until 6pm. They also offer a before- and after-school club for children attending Radbrook Primary School. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, five hold a qualification at level 3 and one is unqualified.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This is the first 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 the evaluation of the nursery.
- The inspector and the manager completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out two joint observations with the manager.
- The inspector held a meeting with the manager and the owner. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of 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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