

# Inspection of Harlequins Nursery

Harlequins Nursery, Farrant Road, Frome, Somerset BA11 3EP

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

### **The provision is good**

Children are happy, settled and well cared for at the nursery. Children benefit from a broad curriculum, which builds on their interests and provides challenges and new experiences. As a result, children make good progress in all areas of learning. They are eager to explore, whether they are playing with the sand and building castles or recognising numerals as they play hopscotch outside. They make choices about their play, inside and outside, selecting from an attractive array of resources to develop their own ideas. Children are very well behaved. They are kind and respectful to one another and say please and thank you, showing good manners.

Staff have high expectations of the children and what they can achieve. Children develop good physical skills and have many good opportunities to take part in outdoor activities. Children show great curiosity as they explore different textures, such as play dough, water, and sand. They thoroughly enjoy scooping, pouring, digging, and patting with their hands, developing their fine motor skills.

Staff understand the impact that the COVID-19 pandemic has had on children's emotional well-being. They have, therefore, developed a targeted curriculum focusing on children's personal, social, and emotional development, encouraging children to become independent and confident in themselves and their relationships with others.

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

- Since the last inspection, the provider has improved the procedures to check staff's suitability. Furthermore, staff are more consistent in the way that they share information about children's next steps between them to help children make better progress. Children now have more time to lead discussions and answer questions, which has helped build their vocabulary and understanding.
- Staff support children's communication and language skills well and encourage their imagination successfully. Children enjoy sharing a book about the ocean. They tell one another about the animals and birds in the pictures and staff introduce new words, such as 'crab' and 'starfish', as they look at and explore the different sea creatures. Children learn about how fish communicate and confidently use descriptive words, such as 'clicking' and 'squeaky', to describe the noises that dolphins make as they talk to one another.
- Children enjoy learning about the world. They enthusiastically join in with discussions about what might happen if people leave their rubbish on the beach. They talk about animals getting caught in nets and having 'poor bellies' if they eat the rubbish people leave behind. This builds their confidence to speak in large groups.
- Children fill jugs with water and pour it into funnels and tubes. They play

number bingo, count, match and recognise numerals. However, staff do not encourage children to compare size or use the language associated with measure to increase their mathematical knowledge further.

- Staff recognise the importance of effective partnership working with parents and the positive impact this has on children's learning and well-being. Overall, parents are happy with the provision and their children's progress. However, staff do not share as much information about children's progress as they did before the COVID-19 pandemic began. Although parents are aware of who their child's key person is they do not feel as involved in their child's development. For example, they are not always clear on their child's individual next steps in learning.
- Staff manage children's behaviour well. All children learn how to share, take turns and respect each other's feelings. Staff encourage children to think about how they feel and the impact that their behaviour has on others. As a result, children are polite and kind to one another and the staff.
- Children follow good hygiene routines and understand the importance of healthy eating. Staff work well with parents to give gentle reminders to ensure contents of lunchboxes are healthy. The provider has brought books about the dentist and brushing teeth. They have a set of teeth and toothbrushes to practise tooth brushing and support children's knowledge about good oral hygiene. They are about to embark on a healthy eating project to further develop children's understanding.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of child protection issues and understand their role and responsibilities to keep children safe. They are clear about what to look out for and know the appropriate action to take if they have a concern about a child in their care. They attend regular training to keep their knowledge and understanding up to date. This includes matters about broader safeguarding issues, such as radicalisation. Staff complete thorough risk assessments to ensure the play environment is safe and secure for the children. They supervise children well and talk to them about how to keep themselves safe, for instance, when they run inside.

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

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

- provide more opportunities for children to compare size and use the language associated with measure to extend their mathematical knowledge even further
- provide parents with more information about their children's progress to support children's development even further.

## Setting details

<b>Unique reference number</b>	2502294
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10199148
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Harlequins Nursery (frome) Ltd
<b>Registered person unique reference number</b>	2502293
<b>Telephone number</b>	01373462389
<b>Date of previous inspection</b>	15 June 2021

## Information about this early years setting

Harlequins Nursery registered in 2018. It is located in Frome, Somerset. The nursery opens Monday to Friday from 9.15am to 3.15pm, during term time only. It receives funding to provide funded early years education for children aged two, three and four years. The owner, who is also the manager, employs five members of staff. Of these, two hold appropriate childcare qualifications at level 3 and two hold level 2.

## Information about this inspection

### Inspector

Michelle Heimsoth

## 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 inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors and assessed the impact this was having on children's learning and development.
- The inspector looked at relevant documentation, including evidence of the suitability of staff working in the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.-

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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