

Inspection of Unique Beginnings Childcare

Breech Lane Community Centre, Breech Lane, Walton-on-the-hill, Surrey KT20 7SN

Inspection date:

27 June 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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

On arrival, children demonstrate that they feel safe and secure as they happily wave goodbye to their parents and carers. They are eager to come into the setting and enjoy the company of staff. However, the quality of education and children's overall experiences is variable. For instance, children's play and learning are not always purposeful and at times lack guidance by staff. As a result, the atmosphere is chaotic, with staff mainly supervising. This means children do not consistently receive enough high-quality interactions to challenge their individual learning. Therefore, children do not always make the maximum progress that they are capable of.

Although there are areas that require improvement, there are also some positive aspects of practice. Outdoor learning is valued in the setting. Children have fun as they have space to run, climb and develop their imaginations and physical strength. Pre-school children play imaginatively and serve each other pretend food in the outdoor play kitchen. Toddlers show caring attitudes towards the pet dog and bearded dragon. They learn about animal care and how to behave safely around animals. Generally, children behave well. They are developing suitable friendships and learn the importance of using good manners, such as 'please' and 'thank you'.

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

- Overall, staff understand what the children need to learn. However, they do not focus on high-quality interactions. Furthermore, the intended learning of activities does not consistently provide children with effective support and challenges in their individual learning. Despite this, staff know the children well. They find out about the experiences and interests children have and plan opportunities to broaden these.
- Children, at times, show good levels of engagement. For example, toddlers spend time matching shapes and completing puzzles. Older children use different shapes to copy patterns and create models. Staff are supportive and use language which encourages children's communication and mathematical skills. For example, they count the shapes and use words such as 'big' and 'little'.
- There are times when children show positive levels of concentration. Outside, children of all ages enjoy playing in the water trays, mixing, stirring and pouring. They engage well in imaginative play, based on their own experiences. Children play together, making cups of 'tea' or 'stew'. Staff support this by offering appropriate utensils and sensory resources for children to use.
- Overall, children learn to take turns and respect others. However, at times, children's behaviour and attitudes are not good enough. Occasionally, staff miss incidents, or they do not make the most of opportunities to teach children about

expected behaviour or what is not acceptable, for example throwing resources and squabbling over popular toys.

- Staff teach children good hygiene routines. For instance, they educate them in the importance of washing their hands prior to eating. Children enjoy a variety of snacks and hot meals. Staff support younger children's self-help skills well when eating. However, when children are eating, staff do not consistently support them to understand how to maintain their well-being. For example, some children at times move around and play while they are still eating.
- Staff understand how to support children with special educational needs and/or disabilities. Staff who take a lead in this are knowledgeable about ensuring children's individual needs are prioritised and included. Staff build effective partnerships with other professionals to support children and their families to receive the help that they need.
- Staff supervisions are completed regularly. Staff talk confidently about their workload being managed effectively, and they feel that their well-being is supported. Recruitment procedures are thorough and ensure that those working with children are suitable to do so.
- Parents are happy with the information that they receive and know who to speak to if they have a concern. They say that the nursery has a good settling-in process, which means staff work closely with parents when a child first starts. Staff maintained communication with parents and families effectively during the COVID-19 pandemic. They read stories and sent activity ideas home to keep in touch with all families.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training and are aware of their responsibilities. They know the policies and procedures they would follow in order to safeguard children. Staff demonstrate a suitable knowledge of the signs and symptoms that might indicate a child is at risk. Staff also understand their roles around wider safeguarding issues, such as extremist views and the 'Prevent' duty. There is a clear mobile phone policy in place and staff are made aware of this at their induction. Staff are clear about what they would do if they had a concern about another member of staff. Staff ensure the children are safe and supervise them closely.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve and strengthen staff's interactions with children during activities and daily routines, to provide them with consistently effective support and challenges in their individual learning	22/07/2022
improve behaviour management strategies to provide children with clear and consistent messages about acceptable behaviour and ensure everyone contributes to the positive learning environment.	30/06/2022

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

- review the organisation of some daily routines, with particular regards to snack times and mealtimes, to ensure healthy practice is maintained.

Setting details

Unique reference number	2597775
Local authority	Surrey
Inspection number	10245933
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	1 to 4
Total number of places	35
Number of children on roll	59
Name of registered person	Hyett, Danielle
Registered person unique reference number	2597776
Telephone number	07885238072
Date of previous inspection	Not applicable

Information about this early years setting

Unique Beginnings Childcare registered in 2020. It is situated in Breech Lane Community Centre, in Walton on the Hill, in Tadworth, Surrey. The nursery operates Monday to Friday, from 9am to 3pm, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are eight staff employed, of whom six hold relevant childcare qualifications at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This was the first routine inspection the provider 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 provider.
- This inspection was carried out as part of a risk assessment process.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children 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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