

Inspection of Growild Kindergarten

No.3 Hill & Plantation, Sapphire Business Park, Roundtree Way, Norfolk NR7 8SQ

Inspection date: 4 July 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

Children arrive eager to start their day at this welcoming outdoor nursery. They wave to their friends and bound up the steps to the forest area. Children are active around the site and make full use of the opportunities to climb, swing, run and balance. This results in high levels of physical proficiency across all ages. Children carry tyres and tubes to make their own 'car'. They initiate their own chasing games and dress up as superheroes. Children laugh as they pretend the ground is 'lava'. They jump with two feet onto tree stumps and climb ladders as part of their game.

Staff plan interesting 'experiences and invitations' for children. All areas of the site are fully utilised to provide stimulating learning opportunities. Children use magnifying glasses to find insects and fungi. They become excited when they find a baby slug and chat about how fast it will grow. Older children are supported to use 'fire steels' to make a fire. They marvel when their cotton wool catches light and they become engrossed in watching the colours as it burns. Children enjoy time in the 'art den'. They become deeply absorbed in mixing paint and painting their hands and leaves.

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

- Children show they are happy and settled. They approach staff for a hug and whisper 'secret messages' in their ear. Non-verbal children gesture for staff to hold their hand. Children cuddle next to staff to listen to a story. Staff treat children with the utmost care and respect. They are quick to attend to their needs and offer reassurance when needed.
- Children make good progress from their starting points. Leaders ensure that information gained during settling-in sessions is used to help plan children's next steps. Children with special educational needs and/or disabilities are supported well. Staff use a range of communication aids, including sign language and visual cards. Staff tailor questions to suit individual children. They ask a range of open and closed questions, and ensure children have enough time to think and respond.
- Children use numbers and counting in their play. For example, children count down from five before pushing off when using the slide. They notice 'number pebbles' in the sand and find the correct numeral for their age. Children construct using wooden shapes and name ovals, circles and triangles. They use positional language and explain which shapes are 'next to' and 'on top' of which.
- Staff promote children's language development. They engage children in meaningful back-and-forth interactions. Staff weave new vocabulary into their interactions. For example, they show children charcoal in a fire pit and use the words 'texture', 'crumbly' and 'powdery'. Children enjoy regular story sessions

and develop a love of books. They engage in a 'story hat' experience and shout out interesting words they can think of.

- The nursery owner and manager provide effective leadership. They have a clear vision for the future and are committed to evaluating and improving the nursery. Staff are supported well. The manager is proactive and organises regular monitoring and progress meetings to identify any gaps in children's learning. The nursery owner and manager take great care to ensure staff feel valued and appreciated.
- Parents speak very highly of the nursery. They talk about it being 'the best decision' they have made. They say their children are 'thriving' and making 'fantastic' progress. Parents comment that staff go 'above and beyond' with the support they offer. Parents can use the 'little lend library' to borrow books. 'Transition bags' are available for those families expecting a new baby.
- Children show an awareness of daily routines and behavioural expectations. For example, they wait patiently for their turn on the swing. Staff reinforce positive behaviour and use group time to talk about the importance of being kind. However, children are not always supported to understand when their behaviour has an effect on others. Children take sand away from each other and say 'no' when other children ask them to share.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff complete regular training to keep their awareness of child protection issues up to date. They know the possible signs and symptoms of abuse and neglect and show an awareness of wider safeguarding issues, such as the 'Prevent' duty. Staff know how to identify and report concerns regarding the welfare of children or the behaviour of an adult. Leaders have robust recruitment and induction procedures in place to help ensure staff are suitable to work with children. Staff make thorough daily checks of the premises. This helps to ensure the environment is safe for children to play in.

What does the setting need to do to improve?

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

- help children to develop a better understanding of how their behaviour may have an effect on others.

Setting details

Unique reference number	2548930
Local authority	Norfolk
Inspection number	10221533
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	36
Name of registered person	GroWild Kindergarten Ltd
Registered person unique reference number	RP548019
Telephone number	01603 407989
Date of previous inspection	Not applicable

Information about this early years setting

Growild Kindergarten registered in 2019. It employs 15 members of childcare staff. Of these, four hold an appropriate early years qualification at level 6, one at level 5 and six at level 3. The nursery is open four days a week, from Monday to Thursday, all year round. Sessions run from 8am until 5.30pm. It provides early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

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 this into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- Parents shared their views of the nursery with the inspector.
- The manager provided the inspector with a sample of key documents on request.

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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