

Inspection of Serendipity Day Nursery Ltd

Oakymead Park, Newton Road, Kingsteignton, Newton Abbot, Devon TQ12 3AN

Inspection date: 6 July 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Requires improvement

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The managers have made improvements and changes since the last inspection. They now have good systems in place to reflect on practice and staff skills. Recent training has helped staff adapt activities better to support children's ideas. Staff have improved the partnership working with parents and other agencies to make sure all children, including those with special educational needs and/or disabilities, make good progress.

The new 'curiosity room' has many natural materials. There are wooden blocks, rings and beads of different sizes. There are poles for threading, boxes and wooden shapes, and trays that staff fill with different things such as rice, sand or water. Staff encourage children to use their imaginations as they play and build. Staff note what children achieve and then plan effectively for what they need to learn next. The curriculum is being embedded and sequenced to help children make good progress in their learning and development.

Children have great fun outdoors. Younger children enjoy water play. They watch as staff show them how to fill toy fish with water. They squeeze the fish and make bubbles come out of its mouth, squealing excitedly. They eagerly copy the actions and repeat the process, proudly showing others what they can do. Older children fill and empty containers in the sandpit. They talk with staff about holidays and going to the beach as they play. Staff encourage children to work out how best to fill buckets then turn them over to make sandcastles.

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

- Older children are motivated and eager to learn. They readily admit newcomers into their play and talk eagerly about what they like doing. Staff work with children in small groups. They ask questions and prompt children's mathematical skills in engaging ways. For example, as children play a matching game with picture cards, staff make the sounds of animals for them to guess. They encourage children to count the animal then match it with one on the boards they have. They extend ideas, asking children where they might find the animals. They challenge children to work out one more or less than the number they can see. They model the correct sequence of numbers if children miscount.
- Staff work well with the children for the most part. They encourage conversation, offer new words and help children solve problems. However, as they are concentrating on the children near them, they sometimes miss when other children struggle to share or take turns.
- Children make choices from the accessible low-level storage containers. Younger children get out blocks, musical instruments and baby dolls. Staff talk with them; they ask questions and wait for children to respond either in words or with

noises. Younger children are learning to take part in conversations. However, staff do not help children understand how to care better for the toys and environment to help others. For example, toys remain on the floor when children have finished playing with them. Children learning to walk do not have clear floor space to try moving and gain confidence in walking.

- Staff provide a balance between children choosing their play and group activities such as story time. However, they do not always encourage children to join in with listening to stories. Some children continue to ride on the wheeled toys and miss out on the group time and shared story.
- Children play cooperatively outdoors, at times. They show off their physical skills, jumping from the raised tunnel and celebrating when they do it well. They use pedals on the sit-in cars and tricycles, negotiating safe pathways. Younger children climb the steps to the low slide and know to sit down to slide down safely. Staff offer reminders about making sure others are out of the way before they come down.
- Staff teach children about the wider world and prepare them for moving on. Children visit the local library to borrow books to read at home. They celebrate different festivals. Recently, parents, children and staff joined in a celebration for the Queen's jubilee. Children bring in cakes to share and parents come to join them. They visit the local school and teachers come to see them in the nursery. Staff are helping children get ready for the next stage in their education.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their role in keeping children safe. They know and recognise possible signs and symptoms that may mean a child is at risk of harm. They know how to refer concerns about children or allegations about staff, including to external agencies. The managers keep staff informed about any changes to safeguarding policies or legislation. They make sure staff attend regular update training. The managers have good systems for recruitment and confirming ongoing suitability. They have put in place revised systems of support for staff. Staff are well supported and understand their roles and responsibilities well.

What does the setting need to do to improve?

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

- make sure staff provide clear messages for children when there are changes in the routine, so they do not become frustrated and know what to do
- improve the way staff help children to understand the importance of caring for resources and their play spaces
- support staff to be more aware of where children are so they can support children to better join in with activities and manage minor disagreements.

Setting details

Unique reference number	EY266819
Local authority	Devon
Inspection number	10205963
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 4
Total number of places	38
Number of children on roll	45
Name of registered person	Serendipity Day Nursery Ltd
Registered person unique reference number	RP521567
Telephone number	01626369697
Date of previous inspection	18 August 2021

Information about this early years setting

Serendipity Day Nursery Ltd is situated in Kingsteignton, near Newton Abbot, Devon. It registered in 2003. The nursery is open from 8am to 6pm Monday to Friday, 50 weeks of the year. The nursery employs seven members of staff. Five members of staff hold appropriate childcare qualifications at level 3 and two members of staff hold appropriate childcare qualifications at level 2. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anita McKelvey

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 owner/co-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 spoke to children to find out about their time at the setting.
- The inspector carried out a joint observation of a mathematical activity with the co-manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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