

Inspection of Red Robins Day Nursery

8a Studlands Park Industrial Estate, Studlands Park Avenue, Newmarket CB8 7EA

Inspection date:

21 July 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children who attend this provision have a variable experience. Babies enjoy a calm and nurturing environment. Staff focus on developing babies' early communication skills. They copy baby's gestures, narrate what they are doing and repeat single words that babies say. Children aged between two and five years are cared for in one room. At times, and usually when taking part in activities in larger groups, the environment is not conducive to learning. Some of the younger children in here, including those who speak English as an additional language, struggle to share, see what is going on, or understand the activity as it is not aimed at their level of understanding. In these situations, any learning is minimal, as staff have to manage these behaviours.

Children are settled. They show that they have built good relationships with staff and other children. They enjoy singing a 'welcome' to each other, and correctly identify which of their friends is missing. Children greet staff warmly when they arrive for work. Children enjoy playing outside. They show good physical coordination; for example, as they climb the slide and negotiate obstacles. Babies who have just learned to walk, build their physical strength by negotiating different surfaces, such as bark chippings and artificial grass.

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

- In the baby room, staff are clear about what it is they want their babies to learn before moving to the next room. Staff use observations, assessment and information from parents to plan activities that reflect children's interests and next steps in learning. These children make good progress.
- Staff in the room for children aged between two and five years plan educational programmes that cover all seven areas of learning. However, there is not enough focus on the needs of the youngest children in here. When the quality of teaching and learning is good, children are in very small groups. For example, they discuss which objects float and sink, persevere with peeling and segmenting oranges and add and subtract by one. However, too often, activities are not adapted effectively for the youngest children, and they quickly become disengaged.
- All children enjoy good opportunities for mark making. Babies use chunky chalks to make marks on a large-floor mat. Older children use a roller to paint with water in the garden, and create art on large pieces of material. Children enjoy learning about their well-being. They enjoy yoga sessions and make healthy snacks, such as fruit kebabs and flapjacks.
- When children first arrive in the morning and until they go through to their base rooms, the activities and resources available to them are uninspiring. As a result, children eat their breakfast and then some wander around aimlessly and without

purpose.

- Staff are sensitive as children learn how to pronounce new words. They confirm what the child has said and repeat back the word with correct pronunciation. Children love books and join in repeated refrains in favourite stories. This helps to promote their communication and language development.
- There have been significant staff changes since the last inspection. The manager has focused on uniting the new team and giving them time to get to know the children. Immediate improvements following the previous inspection have been made. All documentation is now in place and maintained appropriately. There are clear measures in place to ensure the security of the premises. Key persons know their children well. There are lots of plans for the future, but more time is needed to implement and embed these.
- Sometimes, staff do not have high enough regard for children's own choice of activity. For example, children see a table with ingredients on it to make scones and go to sit down. However, they are told that this activity is not for now. Children's choice of free play is sometimes interrupted by staff calling them to another activity. Children choose to dress up as superheroes. However, there is a lack of other resources or ideas to promote this interest. They stomp their feet like their superhero but are told instead to use their 'inside feet'.
- Parents are happy with the care provided. They feel that they get useful information about their children's learning and development through an online app. They comment that staff are lovely and very approachable.
- The manager and new deputy manager have begun to review staff supervisions and plan to implement these regularly to help improve practice. However, procedures in place to monitor and evaluate practice are not stringent enough to ensure that all children receive consistently good-quality learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of the procedures in place at the nursery to protect children from harm, abuse and/or neglect. Staff are aware of the signs and symptoms of abuse and those that relate to extremist behaviour and domestic violence. Staff have regular training to update their safeguarding knowledge. They are clear about what they need to do if they have a concern about a colleague's behaviour towards a child. Recruitment and induction procedures are robust to ensure that those working with children are suitable to do so, and have an understanding of their responsibilities.

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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create an environment for children aged between two and three years that supports the intent of an ambitious and coherently planned and sequenced curriculum	16/09/2022
improve the delivery of activities to ensure they offer children aged between two and three years consistently good learning opportunities.	16/09/2022

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

- support staff to have higher regard for children's own choices, free play and creative ideas
- ensure that children benefit from meaningful activities during the period between when they are dropped off in the morning until they go through to their base rooms
- find successful ways to monitor and improve the consistency of teaching received by children aged between two and three years.

Setting details

Unique reference number	2631537
Local authority	Suffolk
Inspection number	10230282
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	32
Name of registered person	St Christopher's Robins Childcare Services Limited
Registered person unique reference number	RP533636
Telephone number	07584961601
Date of previous inspection	9 February 2022

Information about this early years setting

Red Robins Day Nursery registered in 2021 and is located in Newmarket, Suffolk. The nursery is open each weekday, between 7.30am and 6pm, all year round, with the exception of bank holidays. The nursery employs 10 members of staff. Of these, eight hold an appropriate early years qualification at level 2 or above, including one at level 5. Two members of staff are unqualified. The nursery currently provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Anna Davies

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 discussed how the curriculum is organised with staff in each room. They also discussed what it is they want children to learn in each room.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and deputy. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection, and the inspector 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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