

# Report for childcare on domestic premises

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Inspection date: 27 July 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

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

### **The provision is good**

Children enjoy their time at this welcoming nursery. Babies have opportunities to feel paint on their hands and feet. They independently pick up and use paint rollers, brushes and sponges to make marks. Babies learn about colour, shape and number. They develop their hand-to-eye coordination skills as they play. Outdoors, toddlers use spoons to scoop oranges and lemons from a bowl of water. They are supported to take safe risks as they mount rope climbing frames. Older children work out the best way to stack bricks on a range of surfaces. They listen to each other's suggestions about where and how they could build a bridge. For instance, older children say that they have an 'idea to put the bricks in a row'. They clap their hands when the bricks do not wobble. Older children show pride in their achievements. Staff have high expectations for children's learning. They understand the benefits of physical activity for children's all-round development. Children's experiences over time are planned to ensure that they have the essential skills they need for their future education.

Children show how they feel safe and secure in the care of staff. They demonstrate their positive attitudes to learning. Children show high levels of concentration and enjoyment. They respond positively to adults and each other. Children behave extremely well.

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

- Parents explain how their children come home and speak about the life cycle of a frog and butterfly. They report how their children know about pollution in the sea and how they have looked at different seaweed and 'categorised' this. Parents speak highly about staff and how they provide a broad curriculum that helps their children to remember what they have learned.
- Older children take part in action songs. They wave their hands and say 'hello' to their friends. They stand up to stamp their feet and follow instructions to touch their head, knees and nose. Staff introduce new words, such as 'rotate' as older children are asked to move their hips. Toddlers listen intently to stories. They repeat words as staff read to them. Toddlers recall how they took part in a teddy bears' picnic. They play musical instruments and decide which nursery rhymes they would like to sing. Staff place a good emphasis on enhancing children's early literacy and language development.
- Staff provide an endless list of excellent experiences for children of all ages to explore the world and learn about their own community. Children visit the interactive zoo. They go to the train station and speak to a conductor. Children attend the singing and craft activities at the local library. They go on the train that rides along the sea front. Children enjoy visits from a local beekeeper. They explore honeycombs and make their own beehive out of recyclable material to

take home. Children look after plants they have grown from seed, such as lettuce. They enjoy the food on healthy sandwiches that they make themselves.

- Staff offer parents the option for their child to sleep indoors or outdoors in the safe and secure play area. They seek children's permission to change their nappy before carrying out this task. A well-established key-person system helps children form secure and trusting relationships. Key persons consider children's health, well-being, social and emotional development at all times.
- Children with special educational needs and/or disabilities make the best possible progress in their development. Through sensitive conversations with parents, staff ensure they understand the child's needs better. Staff work with other professionals to help children achieve individual targets for development.
- Leadership and management are extremely strong. Staff consistently report high levels of support for their well-being. They say that they feel like they belong to a 'nursery family'. There is also effective engagement with staff through team and supervision meetings. Staff report how their requests to attend training, such as to learn further about children's schematic play, are actioned immediately. However, the manager acknowledges that there is scope to help staff improve their teaching skills so that children receive the highest quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff have a robust understanding of the possible signs and symptoms of abuse. They have effective knowledge of a wide range of safeguarding concerns, including female genital mutilation, extremism, radicalisation and county lines. Managers and staff know how to act swiftly to report any concerns about a child in their care. They are aware of the procedures to follow in the event of an allegation against an adult who may be a risk to children. Managers and staff regularly attend training and complete courses to make sure their child protection knowledge is up to date. Safe recruitment procedures are in place to help keep children protected.

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

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

- support staff to raise the quality of education for children to a consistently high level.

## Setting details

<b>Unique reference number</b>	EY539184
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10229170
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	72
<b>Registered person unique reference number</b>	RP539183
<b>Date of previous inspection</b>	31 January 2022

## Information about this early years setting

Ready Teddy Go re-registered in 2017 and is situated in Cleethorpes. The setting employs 19 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above, with four staff holding qualifications at level 6. The setting opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Jane Tucker

### 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 manager completed a learning walk with the inspector and discussed the early years curriculum.
- Children spoke with the inspector at the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views on the staff and the nursery with the inspector.

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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