

Inspection of Flore Day Nursery

Bricketts Lane, Flore, Northampton, Northamptonshire NN7 4LU

Inspection date: 31 August 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children are welcomed warmly by cheery staff. They separate from their parents at the main door. Children develop a sense of belonging and have secure attachments to their key person. Babies are handled with great care as they are carried to the baby room. Two-year-olds ably make their way to their play space and three- and four-year-olds eagerly rush to greet their friends and staff. Children who are just starting at the setting, or those moving between rooms, are settled by caring, friendly staff.

All children enjoy being active and enjoy a range of opportunities which allow them to practise moving themselves and their toys around. For example, babies roll balls and play with trolleys and trucks outside and four-year-olds enjoy building their own obstacle course in the garden.

Children have a positive attitude towards learning and enjoy exploring and experimenting. They work together to solve problems, for example, they help each other to balance and navigate the obstacle course. Babies enjoy using chalk on a low table. They are learning to recognise colours and to share with each other. Children develop positive relationships with one another and because their emotional well-being is supported, they feel safe and secure.

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

- An effective key-person system is in place. Staff plan based on children's interests and their experiences from home. Staff provide a personalised settling-in procedure for children. For example, older siblings visit the baby room when their younger brothers and sisters come for a settling-in session.
- The manager spends time in each room and is attentive to the development needs of the nursery. She has a clear vision for the nursery's future. She observes staff interactions with children and uses her findings to enhance staff development. She provides staff with purposeful feedback, encouraging them to become reflective practitioners.
- Staff say this is a very good place to work. They feel that the manager values them and has a high regard for their well-being. Staff have regular one-to-one meetings with the manager which help them to create plans for their individual professional development.
- Staff devise a curriculum which focuses on developing children's curiosity. Staff consider what children already know and develop a range of activities and experiences to extend children's knowledge and skills. For example, children explore what paint feels like when they squeeze it through their fingers and spread it up their arms. They make handprints on paper taped to the floor and compare with each other to see who has the smallest and biggest hands.

- Children of all ages enjoy being outside. Babies practise walking and climbing and they enjoy pushing wheeled toys up and down a small ramp. Two-year-olds explore a steeper slope in the garden. They enjoy walking and running up and down the slope and they hold hands and wait for their friends. They find a place to dig and explore the texture of soil and use words such as 'soft', 'hard', 'dry' and 'wet'. Staff talk to children about how the texture of soil changes when the sun shines or when it rains.
- Children are generally encouraged to be independent. Older children wash their own hands and manage their own toileting. At lunchtime, children collect their own cutlery, plates and cups, pour their own drinks and serve their own food. Babies are supported to feed themselves. However, sometimes, staff do things for children that they are capable of doing for themselves. For instance, staff wash children's hands and faces after lunch and wipe their noses.
- Staff generally encourage children to work things out for themselves. For example, children roll balls in paint and notice that the paint changes the way the balls move. They decide that the paint makes the ball 'sticky and heavy'. Staff discuss this with them and encourage them to experiment by adding different objects to the paint. However, children playing on their own are not always acknowledged by staff. This means that they are not always supported by staff to extend their thinking. For example, children engrossed in measuring and making potions work precisely to use a pipette and when they are ready to share their work with staff, they struggle to gain their attention.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a very good understanding of safeguarding. Staff implement clear safety measures, indoors and outdoors, to ensure children are kept safe. Staff complete relevant training to ensure that their knowledge of safeguarding and child protection is current and up to date. Staff are aware of the signs and indicators of when a child may be at risk of harm. They know how to record their concerns and who to report them to. The manager ensures that all the required safety checks are completed to make sure that all staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- extend children's independence skills, particularly when they are capable of carrying out tasks themselves
- help staff to build on their skills to make sure that all children are consistently challenged in their learning.

Setting details

Unique reference number	EY318551
Local authority	West Northamptonshire
Inspection number	10138522
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	0 to 4
Total number of places	54
Number of children on roll	72
Name of registered person	Climbing High Nurseries Limited
Registered person unique reference number	RP908919
Telephone number	01327 349762
Date of previous inspection	27 October 2014

Information about this early years setting

Flore Day Nursery registered in 2005. It operates in the village of Flore, in Northamptonshire. The nursery employs 11 members of childcare staff, of these, four hold early years qualifications at level 3 and one has a suitable qualification at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Siddons

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.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The manager and the inspector completed a learning walk together.
- The inspector held a meeting with the nursery management team. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022