

Inspection of Umbrella Nursery

Thistley Hill, Melbourne Avenue, Dover CT16 2JH

Inspection date:

30 August 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

Good

What is it like to attend this early years setting?

The provision requires improvement

The nursery is a welcoming and calm place for children who arrive happily each day. Children settle quickly when they first start due to an effective process intended to build secure relationships with the caring staff. This gives them the confidence they need to explore their environment. Children enjoy playing with friends. They learn to respect others, share and take turns with effective support from staff. Children benefit from interactions that encourage children to be independent. For example, younger children confidently eat using a spoon, while older children manage their own knife and fork.

Staff at the setting have a clear intent for the delivery of a broad curriculum. Planning and observation systems in rooms cover all areas of learning. However, the implementation of this intent is not consistent. These inconsistencies in teaching mean that children are not always challenged well enough, particularly the most able children. This especially relates to children's language.

Children behave well. They show a good understanding of daily routines and boundaries set by staff. For example, children know to walk indoors and sit well at the table during mealtimes. Any minor incidents or disputes are managed quickly and effectively by staff.

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

- Although leaders provide some support and coaching to staff, this is not effective in ensuring that all staff have the skills and knowledge to help children to consistently make good progress in their learning. Teaching is not consistently good.
- The deputy manager and some staff recognise how to skilfully extend children's learning. For example, during a messy play session with the younger children, staff encourage children to explore the jelly by using their fine motor control. They use gentle reassurance to encourage the most reluctant children to participate and 'push down' the jelly into the basket moulds. In contrast, staff do not identify when to adapt activities to support the individual learning needs of children. Due to the limited skills of staff in their interactions, children do not make the best possible progress.
- Some of the staff team are only employed to work during school terms times. There are no arrangements to ensure that they share relevant information about children when they leave for the summer. This inhibits full-time staff from being fully aware of the needs of children. The delay in staff making their own observations, also prevents them from developing a consistent approach to children's learning.
- Staff provide an effective approach to children with special educational needs

and/or disabilities (SEND). They obtain support and follow guidance from SEND professionals involved in the care of the children. This ensures these children have a consistent approach towards their care and learning.

- The current staff team, including managers, are committed to providing an effective service. Priorities for the nursery accurately reflect their commitment to overcoming the challenges they face in recruiting qualified and experienced staff. However, the lack of effective monitoring by leaders has led to inconsistencies in the effectiveness with which the staff team manage their time overall. For example, staff leave the room to find resources or prioritise cleaning tasks, leaving them unavailable to spend purposeful time with children.
- Partnerships with parents are strong. Parents say that their children are nurtured and cared for because practitioners take the time to learn about them from the beginning. They say that managers have been very open about the recent staff changes. For instance, photographs of staff with their names attached, help parents feel secure about who they can approach, should they have questions or concerns.
- Managers have a secure induction and training process for new staff members. They have also developed their ongoing staff supervision arrangements. Staff are encouraged to enhance their professional development, and are provided with some training opportunities via online learning. However, the knowledge staff gain is not currently making an impact on their working practices.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete risk assessments to ensure the safety of children, both in and around the setting. Toys and resources are safe and well maintained. All staff demonstrate a clear understanding of safeguarding and what to do if they have any concerns. The deputy manager is the designated safeguarding lead. She works proactively with other safeguarding professionals to protect children. Thorough recruitment, induction and ongoing suitability procedures are in place to ensure staff are suitable for their roles.

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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take prompt action to ensure that all staff have an understanding of the educational programmes to enable effective interactions that are ambitious, challenging and support each child's learning styles and needs	01/10/2022
implement effective systems to support staff in their ongoing professional development to promote consistently good teaching and learning.	01/10/2022

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

- implement procedures for sharing information about children between staff to ensure a consistent approach to their learning and needs
- review and improve the organisation routines in order that staff deployment allows for staff to be available to work directly with children.

Setting details

Unique reference number	EY443819
Local authority	Kent
Inspection number	10249343
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	1 to 4
Total number of places	30
Number of children on roll	26
Name of registered person	Alpha Nurseries Ltd
Registered person unique reference number	RP900801
Telephone number	01304203040
Date of previous inspection	8 January 2020

Information about this early years setting

Umbrella Nursery registered in 2012. It is one of 30 nurseries owned by Alpha Nurseries Ltd. The nursery is located in a purpose-built building in Dover, Kent. It is open Monday to Friday, from 8am to 6pm, for 51 weeks of the year. There are seven members of staff, five of which hold a relevant childcare qualification for Level 2 or above. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Williams

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 setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager spoke to the inspector about their intentions for children's learning.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a communication and language activity with the deputy manager.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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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