

Inspection of Roydon Early Years Ltd

The Village Hall, High Road, ROYDON, Norfolk IP22 5RB

Inspection date: 9 September 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted by friendly staff when they arrive at the setting. They happily leave their parents at the gate to explore the learning activities in the outside area. Children settle quickly and enjoy spending time with their friends and the staff. They run to join in with the morning routine on the log circle. Children are keen to show visitors their counting skills. For example, they carefully count how many magnetic fish they have caught. They enjoy acting out their favourite stories, giggling and running away from an imaginary bear they find on their 'bear hunt'.

Children have warm relationships with staff. They reach out to hold a staff member's hand to take them to the toilet and snuggle up with them on the cushions to share books. Children behave well. Staff remind them to take turns and teach them about sharing resources. Staff praise children's achievements. They encourage children to use their words if they are upset in order to help them to begin to understand their feelings.

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

- Children spend most of their time at the setting in the outside area. Staff plan and provide a good range activities to support children's growing skills. They focus on helping children to develop their imagination in the outdoor area. For example, children make pretend cakes in the mud kitchen and tell staff what steps they took to make the 'cake'.
- Staff have a good knowledge of their children. They plan activities based on each child's interests and the next steps in their learning to prepare them for the next stage in their education. Where children attend another setting, staff ensure they communicate regularly to ensure consistency and continuity of care.
- Staff encourage children to count throughout the day. Children practise counting during activities and confidently count how many children there are. Staff extend this learning by showing them how to add one more. This helps to support children's understanding of early mathematical concepts.
- Children are generally independent and try to do things for themselves. For example, they put their shoes on and help to wash up after snack. Occasionally, staff do not consistently recognise when children are able to do more by themselves. They do not organise some routines well enough to encourage all children to be highly independent.
- Children enjoy singing familiar rhymes and sharing a wide range of books with adults. During story time, they close their eyes to imagine what the alien in the story might look like and are excited to find out what will happen next. Staff provide opportunities for children to join in with familiar stories, using props. Children anticipate key events and enjoy finishing the words in the story.
- Staff are aware of the importance of supporting children's language and

communication skills and engaging children in conversation. Some staff model thinking and pose questions to encourage children to talk. However, other staff do not consistently sustain conversation to extend children's vocabulary and challenge their thinking.

- Partnership with parents is good. Parents feel well informed about their child's progress. Staff share information with parents through an online learning journal about what children are learning in the setting and provide tips to support children's development at home. Parents value the opportunity to talk with their child's key person when dropping off or picking up their children every day. They say they appreciate the good opportunities that their children enjoy in spending so much time outdoors in the fresh air.
- There is a programme of regular supervision to support staff's well-being and to identify professional development opportunities. Staff say they feel confident in approaching the manager with any concerns they may have.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to keep children safe. They know the indicators of abuse and what they should do if they have a concern about a child. All staff complete safeguarding training and they discuss their learning regularly as a team and individually. Staff understand other agencies may need to be informed regarding a safeguarding concern. Staff know the procedures to follow should they have a concern about a colleague. The manager has attended safer recruitment training. Robust recruitment and vetting arrangements are in place to help ensure that all adults working with children are suitable.

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 develop their understanding of engaging children consistently in meaningful interactions that extend their vocabulary
- help staff to recognise when children are ready and capable to be independent and do things for themselves.

Setting details

Unique reference number	EY442818
Local authority	Norfolk
Inspection number	10235681
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 3
Total number of places	30
Number of children on roll	20
Name of registered person	Roydon Early Years Ltd
Registered person unique reference number	RP531408
Telephone number	07946688601
Date of previous inspection	13 October 2016

Information about this early years setting

Roydon Early Years Ltd registered in 2012. The setting employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one with early years professional status. The setting opens from 8.30am until 3pm, Monday to Friday, during term time. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kathryn Irvine

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 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 carried out joint observations with the manager. She observed the interactions between staff and children.
- Staff spoke to the inspector during the inspection.
- The inspector spoke to children to find out about their time at the setting.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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