

# Report for childcare on domestic premises

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Inspection date: 28 November 2022

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**Overall effectiveness****Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

Children safety is compromised. The management team does not ensure that suitability checks are carried out, as they do not notify Ofsted of new staff employed. They leave unchecked staff working unsupervised with children. This puts children's welfare at risk.

All children at this outdoor-centred nursery have lots of opportunities to be physically active and explore the natural environment. Babies and toddlers explore the outside area and enjoy walks around the meadow. Older children spend their days at nursery in the forest pre-school. They learn to take safe risks when they climb trees and jump from logs. Children learn to assess risk and stay safe in the outdoor environment.

Staff provide children with a broad and ambitious curriculum. Staff know all their children well. They assess children through play and interaction. They use their knowledge of the children to create exciting activities to move them to their next developmental stage. Children make good progress in their learning.

Children show that they are happy and have secure bonds with staff. Babies and toddlers enjoy cuddles with staff when they need reassurance. Older children seek out adults to show them the animals they have drawn on the chalkboard. Children beam with happiness when staff praise their achievement.

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

- The management team has failed to follow their safer recruitment procedures. They do not notify Ofsted of new staff, which in turn means that required checks into staff suitability cannot be completed. Furthermore, staff who are not yet deemed suitable are left unsupervised with children. This puts children's welfare at risk.
- Children with special educational needs and/or disabilities (SEND) are very well supported. The special educational needs coordinator (SENCo) works closely with staff, parents and outside agencies to get children the individualised support they require. Staff have an excellent knowledge of how to support children with SEND. They provide them with a learning environment tailored to their needs while ensuring they have access to the same opportunities as their peers. Children with SEND are happy, confident and make good progress from their starting points.
- The manager and her staff have a good relationship with parents. Parents share that their children love the nursery and comment on how they have 'flourished' since they have been attending. They speak highly of the communication they receive from the staff and manager. Children are happy and well settled.

- Staff foster children's love of books. The youngest children listen intently as staff enthusiastically read them a 'lift the flap' book. They wait patiently for their turn to lift the flap and see what is underneath. They excitedly label what they see. Older children sit cooperatively together as staff share a Christmas story with them. They confidently use props to assist staff to tell the story. Children eagerly anticipate the next part of the story and are keen to answer questions staff ask them. Children have good listening and attention skills.
- Staff creatively extend children's vocabulary and literacy skills while they play. Older children, when in the forest, use their senses to find wooden letters hidden in the beans and lentils. Children confidently say the letter and its sound. Staff extend children's learning by asking them what animal begins with the letter they find. Children label 'yak' and 'squid'. Staff add phrases like 'fantastic fish' and 'super squid' to extend children's vocabulary even further. Children are confident communicators and use a wide range of vocabulary.
- Children are very well behaved. Babies and toddlers are respectful of their friends and retrieve comforters for them if they are sad. Older children play together cooperatively. They work together to build 'nests' for their soft toy animals. They talk to each other about what they need to make a nest and how they will construct it. Children make positive relationships with those around them.

## Safeguarding

The arrangements for safeguarding are not effective.

The management team has failed to notify Ofsted of staff working on the premises. The team allows staff to be left unsupervised with children before being assured of their suitability. This puts children's welfare at risk. The staff team has a good knowledge of how to report and record a concern if they are worried about a child's welfare. Staff are aware of the procedures to follow should they need to report this to outside agencies. Staff recognise the signs and symptoms that may be indicators that a child is at risk. They complete daily risk assessments to ensure the environment is safe for children to explore.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
provide Ofsted with the required information to enable suitability of staff to be determined	02/12/2022

ensure that staff who have not yet been deemed suitable do not have unsupervised access to the children being cared for.	02/12/2022
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## Setting details

<b>Unique reference number</b>	109117
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10262453
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	120
<b>Number of children on roll</b>	75
<b>Registered person unique reference number</b>	RP511122
<b>Date of previous inspection</b>	2 August 2017

## Information about this early years setting

Alfresco Childcare and Forest Preschool registered in 1996. The provider employs 10 members of childcare staff. Two members of staff hold a relevant childcare qualification at level 5, three hold a level 3, three are working towards a relevant childcare qualification and two are unqualified. Two members of qualified staff have also completed forest school training. The provision is open Monday to Friday, from 8am to 6pm, all year round. They also run a holiday club in the school holidays and provide care for primary-aged children before and after school.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The manager and the inspector carried out a joint observation during story time.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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