

# Inspection of Yellow Brick Rd Nursery Clacton

St Barts Church Hall, 71a Frinton Road, Holland-on-sea, Clacton-on-sea CO15 5UH

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Inspection date: 29 November 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Not applicable

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

### **The provision is inadequate**

The provider has failed to ensure that the managers act decisively to keep children safe with regard to the security of the premises. Teaching is poor, and children do not benefit from rich opportunities to build on what they already know. For example, children excitedly make play dough, competently adding flour and water to mix with a spoon. However, they lose interest quickly and become disengaged in their learning. This is because staff take over the activity and knead the dough themselves, rather than letting children have a go for themselves.

Children enter confidently and are greeted warmly by staff. They settle swiftly into their chosen activity. Children build strong and positive attachments with their key person. However, children do not receive a good quality education. Although the learning environment is inviting and designed to support children's independent learning, staff do not have all the skills they need to help children make good progress. Some staff ask questions while children play, that are not always relevant to what they are focused on. Generally, the activities reflect children's interests, which they are keen to explore. However, staff do not spend enough time supporting children's learning to help them to be ready for school.

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

- Although staff working with babies have undertaken some training in handling babies correctly, the manager does not monitor staff effectively to ensure this knowledge is embedded in practice. On occasion, staff lift young children to a standing position by their wrists. While this is not done roughly, it is not an appropriate way to handle babies.
- The provider has made improvements to the nursery garden since the last visit. A thorough risk assessment is consistently implemented to ensure children's safety as they walk to the garden with staff. However, the boundary fencing around the garden is not adequate or suitably secure and this poses a risk of children leaving the premises unsupervised.
- Children play together and begin to build friendships with peers. Staff give meaningful praise, which boosts children's self-esteem and motivation to learn. For example, a staff member says, 'Good sharing', as a child offers a popular toy to a peer. However, staff do not consistently support children to learn how to solve conflict for themselves.
- Children do not benefit from a well-designed curriculum that builds securely on what they know, so that they experience consistently good learning opportunities. Some staff have a poor understanding of how children learn. They do not adapt their teaching to ensure all children have an appropriate level of challenge.
- Staff are friendly and approachable, and children generally respond well to

staff's instructions. Inconsistencies in the way staff support children to understand expected behaviours and boundaries means that children do not always listen or follow nursery rules designed to keep them safe.

- Children are eager to talk about what they like and dislike. However, the environment at times is extremely noisy and chaotic. Children become frustrated as they are struggling to be heard or share their ideas and opinions. Consequently, children lose concentration and engagement, particularly during group activities. This has a negative impact on children's communication and language development.
- Children wash their hands before they eat, and staff encouraged them to pour their own drink at snack. However, babies do not sit together at mealtimes, and this means they miss out on vital opportunities for social interaction to practise their language skills.
- Partnership working with parents is valued. Staff complete a home visit before children start to gather information about their needs. This helps to support children's emotional well-being.
- Staff act quickly to seek support from other professionals, such as speech and language therapists, to support children with special educational needs and/or disabilities. They work well with parents to ensure they are involved in their child's learning and development.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not protected. The provider has failed to ensure that the outdoor area is secure. They do not recognise all risks to children or respond appropriately to minimise these risks. Staff attend safeguarding training to keep their knowledge up to date and are alert to signs that may indicate a child is at risk of abuse. They have a good understanding of the importance to act swiftly to protect children, and of the reporting procedures to follow if they are concerned about a child. The provider has rigorous recruitment and vetting arrangements in place to ensure that staff working with children are suitable for their role.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
make sure the outdoor area is secure to ensure the safety of children	13/12/2022

take all reasonable steps to ensure staff and children are not exposed to risks and demonstrate how these risks will be managed	13/12/2022
ensure that staff working with babies are trained effectively to understand how to handle babies correctly, and monitor their practice regularly	13/12/2022
ensure that staff manage children's behaviour consistently	31/01/2023
ensure that the environment is organised in a way that meets the needs of children, with regard to the noise level and how this affects children's learning	31/01/2023
support staff to undertake appropriate training and professional development opportunities to continually improve their skills and knowledge of how to provide good quality teaching and learning experiences	31/01/2023
improve the monitoring of staff practice to develop their knowledge and understanding of how children learn, so that all children benefit from consistently good quality learning experiences	31/01/2023
ensure that children have rich opportunities to develop their communication and language skills, so that the development of their spoken language firmly underpins all seven areas of learning	28/02/2023
develop the curriculum to ensure it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress.	28/02/2023

## Setting details

<b>Unique reference number</b>	2610242
<b>Local authority</b>	Essex
<b>Inspection number</b>	10251711
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Yellow Brick Rd Nursery Ltd
<b>Registered person unique reference number</b>	2565557
<b>Telephone number</b>	07488 393248
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Yellow Brick Rd Nursery Clacton registered in 2020 and is situated in Holland-on-sea. The nursery employs eight members of childcare staff; of these, four hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during term time only. Sessions are from 9am until midday, and 1pm until 4pm with a lunch club from 12 midday to 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Louisa Taylor

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together to discuss the provider's intention for children's learning.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out several joint observations with the provider and the manager, and also discussed their self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children spoke with the inspector during the inspection.
- Parents and carers shared their views of the nursery with the inspector.
- The inspector held a meeting with the manager and provider and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery and key records.

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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