

Inspection of Clifton-Upon-Teme Nursery Limited

Pound Lane, Clifton-on-Teme, WORCESTER WR6 6DE

Inspection date: 9 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are happy on arrival at the setting and are keen to get involved in the experiences on offer to them. Children are thrilled to see their friends and members of staff. They show that they feel safe and secure as they separate successfully from their parents. Children experience a warm sense of belonging and connection at the setting as they are welcomed into the room by their peers.

Children's individual learning styles and preferences are recognised by staff, who have high expectations for all children. Children benefit greatly from outdoor play. Their natural curiosity is nurtured and extended through access to stimulating resources, and involvement in interesting experiences. Children demonstrate an eagerness to spend time outdoors. Staff ably support them to explore the natural environment. For example, young children excitedly hide 'bugs' around the icy garden for their friends to find. Children are extremely knowledgeable about the names of bugs and delight in finding them around the environment.

Children are very sociable and are keen to talk to visitors. As children play outdoors, they confidently explain why they cannot use the large equipment. They comment that the slide and climbing frame are slippery and too dangerous to use in the snowy weather.

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

- Leaders have developed a well-constructed and ambitious curriculum. This informs a clear vision for children's learning. As a result of this, children have access to a well-defined learning environment and a range of interesting resources. Staff observe children carefully and use this information well to further extend their development.
- Staff feel extremely well supported by leaders. Staff are given time to complete training and appreciate the consideration that leaders and the manager give to coaching and mentoring. Professional development opportunities focus on what will impact practice the most. For example, staff have recently introduced more 'loose parts' into the environment. This has supported children to make more informed choices about their play.
- Children develop the small muscles and strength in their hands by engaging in manipulative play. For example, older children pinch, squeeze and mould clay to make it malleable enough to form candle holders. Younger children choose to make insects with play dough. They confidently roll and squash the dough using their hands.
- Children's communication and language are extremely well supported. Staff are strong role models. They understand how to enable children to acquire and use new vocabulary. Staff are enthusiastic in their interactions with children. As a

result of this, children engage with them very positively.

- Staff use visual cues to support children with what is happening now and next. For the most part, routines help children feel secure and well cared for. However, on occasion, staff do not always ensure that transitions between activities fully meet children's needs. For example, as children line up, they wait for a prolonged period until they are able to go outdoors. This means that, sometimes, children do not always demonstrate high levels of focus and attention.
- Children have opportunities to develop their physical skills through a range of engaging experiences. Staff skilfully support children's gross motor skills through balancing, climbing and running. Children enjoy crawling through tunnels and creatively making marks on a large scale.
- Staff are ably supported by the setting's special educational needs coordinator (SENCo) to swiftly identify when a child may need additional help. Staff work cooperatively with professionals, such as speech and language therapists. As a result of successful partnership working, all children, including children with special educational needs and/or disabilities (SEND) develop detailed knowledge and skills across the seven areas of learning.
- Staff provide clear and consistent messages to support children's behaviour. They gently remind them of the setting's rules. Children are keen to make the right choices and respond promptly and appropriately to staff. They hear their names used positively across the setting as staff notice and celebrate children's efforts and achievements.
- Staff engage well with parents in order to involve them in their child's learning. Parents comment positively about the warm and nurturing relationships that develop between staff and their children. They discuss that they are particularly pleased with the progress their children make in their speech and language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff attend a wide range of training related to safeguarding and child protection. As a result of this, they are confident in their knowledge of potential signs and symptoms that could indicate a child may be at risk of harm. Staff understand their role in keeping children safe. Leaders support staff to effectively record and report any concerns they may have. Those with designated responsibility for safeguarding have a clear understanding of the local arrangements. Staff appropriately support children through their play to develop an awareness of risk, and encourage them to keep themselves safe. For example, children are clear about the rules during forest school activities when they gather around the fire.

What does the setting need to do to improve?

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

- further review the routine to ensure that transitions are prompt and smooth, in order to maintain high levels of focus and engagement for all children.

Setting details

Unique reference number	205279
Local authority	Worcestershire
Inspection number	10231572
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	40
Number of children on roll	27
Name of registered person	Clifton Upon Teme Nursery Limited
Registered person unique reference number	RP522451
Telephone number	01886 812380
Date of previous inspection	23 February 2022

Information about this early years setting

Clifton-Upon-Teme Nursery Limited registered in 2000. The nursery is open Monday to Friday, all year round, except for one week in August and on week in December. Sessions are from 7.30am until 6pm. The provider employs eight members of staff, all of whom hold approved early years qualifications at level 2 or above. The provider receives funding to provide funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lisa Gadsby

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- 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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