

Inspection of Unicorn Nursery

Day Care Centre, Leeds Road, CASTLEFORD, West Yorkshire WF10 5HA

Inspection date:

14 December 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Although the management team has made several improvements since the last inspection, there are still areas of this provision that need some improvement. In recent months, half the staff team has been replaced. The quality of teaching across the rooms for two- to four-year-olds is variable and requires improvement to be good. For instance, some staff support children's learning well. They explain activities and question children as they play to help build on what they already know and to challenge them further. However, some newer staff oversee the children to keep them safe during play and routines, but their interactions with them are not yet good. This does not help children gain the skills and understanding they need for their future learning.

That said, children arrive happy and are welcomed by the friendly and caring staff. All staff are attentive to the needs of each child. Children demonstrate they feel safe and secure in the nursery. Children behave well. They listen and respond positively to staff's gentle reminders to be kind to others and take care for the resources. Most children are keen to engage in a range of activities on offer, inside and outdoors. Children enjoy a mix of self-directed play with items chosen from a wide range of resources. They explore sand play and add pretend animals to create a noisy menagerie. Children have fun and use their imaginations as they growl, roar and squeak together.

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

- Managers have designed a curriculum that has a clear intent for what they want children to learn. Room leaders are very knowledgeable and understand the children's learning needs. They use the information gained from parents and their own observations of children to plan experiences and activities that help children build on their prior learning. However, newer staff do not always ensure that they provide children with the support they need to enjoy and participate in the full range of activities available. They do not have a secure understanding of the curriculum and how to question children in order to promote challenge.
- The managers have developed good links with external professionals and the local authority. This creates a shared approach to children's well-being and learning. For example, following training for staff working with two-year-olds, staff improved the layout of the room to enable children to access resources easily and make choices in their play to encourage independence skills.
- Although the manager is supporting newer staff during this period of change, and she has begun to implement a more consistent programme of professional development for existing staff to raise the standard of teaching, this is not yet fully embedded. Additionally, she has not been able to assess the impact of the induction process for new staff and the support provided for less-experienced

members of staff. Consequently, expectations for children's learning are not always high enough.

- The under-twos are supported well in their learning by kind and caring staff. Babies and toddlers readily welcome comfort and reassurance from trusted key persons. They seek them out to sit on their knee when they get tired, or go for instinctive cuddles. They benefit from a calm, relaxed and fun atmosphere where babies giggle and bounce around to the many rhymes and action songs staff sing to them. This helps encourage communication and language skills.
- Children benefit from a healthy menu, which encourages them to develop their tastes for different foods and learn about healthy options. Staff encourage children to use tongs to serve their food and pour their own drinks. This helps support their self-care skills and prepares them well for their move to school.
- Children's care needs are adequately promoted, as they follow suitable hygiene routines, such as handwashing and nose blowing, with staff providing suitable explanations as to why this is important.
- Managers and staff ensure that children's additional needs are supported well. They make sure they seek timely support from relevant professionals, such as speech and language teams and county advisers. Staff work effectively with other settings children attend, including future schools, to help provide continuity of learning and funding. This helps children positively prepare for their future success.
- Parents comment that learning and development have really improved since the last inspection. They state they feel well informed about their children's day.

Safeguarding

The arrangements for safeguarding are effective.

New and existing staff are fully aware of their role in safeguarding children. All staff are required to complete mandatory training as part of their induction. They supervise children well and conduct effective risk assessments of the nursery to help keep children safe. Staff, including the cook, know what to do if they have a concern about a child and understand the procedures they must follow. They demonstrate a good knowledge about what they must do if they have concerns about the behaviour of another adult to safeguard children. The provider has a good understanding of recruitment procedures and notification requirements.

What does the setting need to do to improve?

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

- ensure that all new staff understand how to provide a challenging curriculum that helps children to build on their knowledge and skills
- focus on improving new staff's interactions with children to be more effective so that all children remain engaged and are constantly being challenged in their

learning

- improve the arrangements for the induction of new staff, and the ongoing support that staff receive, to ensure consistency in teaching practice throughout the nursery.

Setting details

Unique reference number	EY537722
Local authority	Wakefield
Inspection number	10249656
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	68
Name of registered person	Ladybird Daycare Limited
Registered person unique reference number	RP526352
Telephone number	
Date of previous inspection	7 July 2022

Information about this early years setting

Unicorn Nursery registered in 2016 and is situated in Castleford, Wakefield. The nursery employs 13 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education provided and assessed the impact this was having on children's learning.
- The manager and the inspector carried out several joint observations in each room in the nursery.
- The inspector held a meeting with the manager and deputy manager about the leadership and management of the setting.
- The inspector spoke to staff, parents and children at appropriate times during the inspection and considered their views.
- The inspector looked at relevant documents provided, including evidence of suitability of staff, registers, certificates and the complaints record.

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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