

# Inspection of Shaping Futures

34 - 36 Sherwood Street, Warsop, Mansfield, Nottinghamshire NG20 0JW

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Inspection date: 5 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive at the nursery extremely happy and willing to learn. Those who are new, eagerly put on their backpacks and leave their parents confidently. Children have a sense of individuality and they develop their unique character. They interact well with staff. Together they look into a mirror and identify their features and talk about their emotions. Staff have the same high aspirations for all children, whatever their starting point. The special educational needs coordinator provides one-to-one activities for children with special educational needs and/or disabilities and children who speak English as an additional language. This helps to support these children to make good progress in preparation for future learning, such as going to school.

Children have a super positive attitude to learning and spend a long time at activities of their own choosing. They develop their hand-to-eye coordination skills when they fill cups with compost and plant beans. They learn technological skills and follow positional clues. They are intrigued that they can make electronic toys move in a certain way. Children have first-hand experiences to learn about their community. They go on visits with staff to the local shops. The local organic grocery shop is where they learn about different fruit and vegetables and the different countries they come from.

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

- The nursery managers are passionate about shaping positive outcomes for children. They are very knowledgeable and extremely supportive of their staff team. There is strong teamwork and managers and staff share the same high aspirations for the children. Children are at the heart of everything they do.
- Managers value each staff member and support their continued professional development. This helps the nursery to retain a responsible, skilled and knowledgeable team, that provides children with very good care and learning experiences.
- Managers and staff have identified a clear curriculum. This is sequenced to build on children's prior knowledge and skills. One example is to ensure children develop a love of stories and books before they leave the nursery. Staff take children to visit and enrol at the local library, so that they can borrow books to take home for their parents to read to them.
- Overall, staff support children's communication and language development very well. They skilfully introduce children to complex vocabulary, such as climate, hydrated and enormous. Furthermore, staff have worked hard to ensure that they allow children enough time to think and respond to a question. However, occasionally staff ask too many questions and the children lose interest and do not enter into conversations.

- Staff plan a superb range of imaginative, interesting, hands-on learning experiences, which build on children's natural curiosity as learners and help them learn about the wider world. In one such experience, children begin by using their literacy skills to make a passport. They board a pretend plane and staff serve them water from the 'drinks trolley'. They enter the 'passport control', send their bags through baggage check and walk through a pretend security gate. Once they have arrived at their destination, staff introduce them to exceptionally well-resourced rooms representing different countries. Staff tell children facts about Kenya, Spain, Australia and the Arctic before the children enter the rooms. They then eagerly discover a wealth of resources relating to the country of origin.
- Following the COVID-19 pandemic, managers recognised that there was a rise in obesity and a fall in physical exercise in young children. As a result, they have recruited a sports coach, who offers daily sessions of different physical exercise for the children. This helps to promote a healthy lifestyle.
- Staff consistently reinforce their expectations of children's behaviour. For example, they gently remind children of the 'pre-school promises'. Staff consistently offer specific praise and encouragement throughout the day. Children thrive on these positive reinforcements.
- Parents cannot speak highly enough of the nursery and the staff. They comment, 'We appreciate the effort that goes into caring for the most precious things in our world.' Clever ideas such as the well-thought-out home learning packs allow parents to further support their children's learning and development at home. These highly positive relationships and two-way flows of communication help to secure the children's ongoing progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff have a clear awareness of their roles to safeguard children. The managers ensure that staff have sufficient training to be vigilant for various types of child protection matters, including the 'Prevent' duty and female genital mutilation. Staff confidently identify a wide range of indicators of abuse. They clearly understand referral procedures should they have any concerns about a child or a staff member. Risk assessments are thorough, and staff are vigilant when checking that the environment is a clean and safe space for children to play. Staff complete fire-safety training and take the lead to ensure they carry out the correct checks in a timely manner. Staff encourage children to keep themselves safe. For example, they remind them to hold the hand rail when going up and down the stairs.

## **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 refine their questioning skills.

## Setting details

<b>Unique reference number</b>	EY449802
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10235873
<b>Type of provision</b>	Childcare on non-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>	3 to 10
<b>Total number of places</b>	120
<b>Number of children on roll</b>	57
<b>Name of registered person</b>	Shaping Futures Ltd
<b>Registered person unique reference number</b>	RP904321
<b>Telephone number</b>	01636 703755
<b>Date of previous inspection</b>	13 January 2017

## Information about this early years setting

Shaping Futures registered in 2012 and is located in Warsop, Nottinghamshire. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and above, including a manager with a level 5 early years qualification. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sharon Alleary

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the nursery.
- A manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Both managers, staff and children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact that this was having on children's learning.
- A manager and the inspector carried out a joint observation together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents and took account of written feedback from parents.

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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