

Inspection of Start Right Nursery

350 Trent Road, Grantham, Lincolnshire NG31 7XQ

Inspection date: 5 January 2023

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

Good

What is it like to attend this early years setting?

The provision requires improvement

When children first start attending the nursery, their emotional well-being is supported well. They are encouraged to attend for short periods of time as an introduction to their transition. This helps them to get to know staff and the environment before being left for a longer period of time. Children show positive relationships with staff. They give staff cuddles and smile when they hide behind them to play a game of peekaboo. Young children are keen to explore using their senses. They feel the texture of sand when they let it run through their fingers. Children show their hand-eye coordination when they take turns to use spades to scoop sand into buckets. However, the quality of education is not consistent across the nursery. Some staff are not skilled in recognising opportunities to extend children's learning as they arise. Therefore, children do not always make the progress of which they are capable.

The legal requirements for staff-to-child ratios are not consistently met. Children are supervised well, and their safety is ensured. However, they sometimes lack quality interactions with staff because there are too few staff available to implement effectively the curriculum, especially during group times. Staff obtain verbal consent from parents to administer medication to children. However, written records are not always kept. This is a breach of the legal requirements. Nevertheless, children's safety and welfare are not compromised because parents give the medication to staff when they bring children to nursery and checks are made to make sure it is appropriate for the child.

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

- Staff are well supported. They have regular supervision meetings with the manager, for example. However, the manager does not provide all staff with enough support and professional development opportunities to ensure that they offer consistently good learning opportunities for children. Some staff, such as those who work across all the rooms in the nursery, do not show positive interactions with children. As a result, the quality of education is variable across the nursery.
- Staff provide opportunities for children to follow their interest in their favourite books. For example, staff encourage children to act out familiar stories they tell. Children stomp their feet when they walk across grass. They join in with repeated familiar phrases, such as 'what a beautiful day'. Children extend their literacy skills further when they are encouraged to use chalk to make marks on the floor. They confidently describe their drawings to visitors.
- The provider does not meet the legal requirements for staff-to-child ratios consistently. However, this does not have a significant impact on the safety of children, who follow their interests through play.

- Staff plan a curriculum to support children's communication and language skills well. For example, staff introduce new words when they name objects that toddlers play with, such as watermelon. Staff hold conversations with pre-school children, promoting a two-way flow of information and encouraging their thinking skills.
- Staff support children to learn skills for the future, such as to be independent. For example, younger children and toddlers are asked to peel their banana for snack and to pour their own drinks. Pre-school children serve their own healthy meals and learn how to use cutlery.
- Staff support children with special educational needs and/or disabilities well. They make referrals to other professionals, who offer targeted support for children. Tailored learning plans are in place to help children progress in their development, such as to develop their understanding of emotions.
- Staff record appropriate information about children's medication, including when and how much to administer, which is provided by parents. However, they do not consistently follow the legal requirement to gather written consent from all parents and/or carers to administer medication to children.
- Staff praise children's achievements, helping to raise their self-esteem and confidence. For example, they give toddlers a high five when they solve problems such as wooden puzzles. However, occasionally, during planned group times, staff do not maintain children's focus and attention. This results in children displaying negative behaviour.
- Parents say that their children are excited to return to the nursery after the Christmas break. Staff share information and photos with parents about activities children enjoy in the nursery. This helps to keep them informed about their children's day. However, they do not fully support parents to continue their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to safeguard children. They recognise the signs that may suggest a child is at risk of harm. This includes being able to identify if children are being exposed to extreme views or radicalisation. The manager and staff know the procedure to follow to report concerns about a child's safety. Staff carry out safety checks to ensure that the environment is safe for children. In the event of unforeseen circumstances, these safety checks result in the manager making changes to the rooms children use in the nursery to promote their safety. Most staff have completed paediatric first-aid training. Staff with a paediatric first-aid qualification are deployed appropriately around the nursery, to enable them to deal with minor medical incidents.

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
ensure that staff-to-child ratios are maintained at all times	06/01/2023
provide all staff with professional development opportunities to ensure they offer children consistently good-quality learning and development experiences	03/04/2023
obtain written permission from parents and/or carers to administer prescribed and non-prescribed medication to children.	12/01/2023

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

- support staff to offer parents suggestions and ideas about how they can continue to promote children's learning at home
- help staff to implement group times more effectively to encourage children to maintain focus and attention.

Setting details

Unique reference number	253678
Local authority	Lincolnshire
Inspection number	10265029
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	72
Number of children on roll	43
Name of registered person	Startright Nursery Limited
Registered person unique reference number	RP911150
Telephone number	01476 577115
Date of previous inspection	12 October 2017

Information about this early years setting

Start Right Nursery registered in 2000 and is situated in Grantham, Lincolnshire. The nursery employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and the manager holds qualified teacher status. 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

Hayley Ruane

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 inspection was carried out as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the implementation of the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the setting with the inspector.

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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