

Inspection of Under 1 Roof Nursery Canterbury

Big Fun House, Ashford Rd, Chartham CT4 7HN

Inspection date: 5 January 2023

Overall effectiveness	Inadequate
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The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety continues to be compromised because not all staff understand enough about safeguarding to protect children from harm. Although leaders have made an attempt to improve their own and staff knowledge of certain safeguarding aspects, this has not been fully understood or embedded.

There have been some improvements in the key-person system and children's care is tailored to meet their individual needs. However, there continue to be weaknesses in the quality of provision. Some children lack motivation towards their learning and struggle to involve themselves in play. They spend a lot of their day relying on adults to provide them with activities and lead the choices they make. This means children do not show independence in their choices and, therefore, do not develop their own thinking and creativity.

Staff have reviewed the organisation of the resources in the environment, including in the outdoor area. They continue to embed this further. Staff care for children and are attentive overall. Children appear happy, and they are sociable with their friends and visitors. They enjoy some activities based on their interests and planning takes into account what they know and can do. Outdoors, they play on ride-on toys and scooters that help to promote large-muscle development and physical skills, such as balancing. Indoors, children choose from a wide range of toys and activities that are appropriate to their age and stage of development.

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

- Staff provide some successful activities for children to engage with. For example, babies use spoons, bowls and cupcake cases to explore cereal. Three- and four-year-old children mix porridge oats with water and paint and are given words to describe the texture. However, some staff do not understand what they intend for children to learn during activities. Therefore, children are not supported to make the progress that they are capable of.
- Children enjoy healthy and nutritious foods at snack and mealtimes. Staff talk to children about their enjoyment of the food and there are attempts to improve their independent skills, such as spooning their own fruit slices onto their plate. However, staff do not make the most of interactions with children and opportunities to provide new learning. For example, they do not use discussion and questioning to assess understanding and extend knowledge to gain the best possible outcomes.
- Generally, children behave well and follow instructions. Staff can explain positive behaviour systems to encourage children who may be struggling. However, these are not consistently used in practice. For instance, instructions given are not always followed through. Therefore, children do not fully understand what is

expected of them.

- Children with special educational needs and/or disabilities (SEND) are well supported. Leaders are knowledgeable and able to identify areas of developmental concern. There is a clear understanding of the SEND referral process and how to involve parents with this.
- Partnerships with parents and other professionals are positive. Parents speak warmly about the staff team and the changes implemented since the last inspection. Staff provide parents with feedback about their children's learning. For example, they share next steps during a formal parents' evening. The daily handover between staff and parents supports a regular two-way flow of information to help parents support children's learning at home.
- Leaders and managers are reflective of their practice and the journey they are on to develop the provision. They have a range of plans to enhance the opportunities they provide for children. For example, they are planning on the development of a forest school. However, these plans are yet to be fully embedded to impact on the quality of teaching and learning that children receive.
- Leaders provide staff with some opportunities for supervision. However, their monitoring of practice does not consider the quality of education that children receive. They have not identified weaknesses in teaching and interactions with children. Consequently, staff do not receive the required support and professional development opportunities to improve this, so that children receive high-quality learning experiences. This means that the quality of care and education that children receive continues to be inadequate.

Safeguarding

The arrangements for safeguarding are not effective.

Although they have completed training since the last inspection, leaders and staff do not have a secure and embedded understanding of safeguarding issues. For example, they are not confident in recognising the signs and symptoms concerned with female genital mutilation and extremist views and radicalisation. However, there are now designated safeguarding leads. All staff know they must raise their safeguarding concerns to the designated people. They confidently explain the external agencies they will report their concerns to if the designated lead does not take their concerns seriously. Staff risk assess well and have made adjustments to the environment to ensure that all children, including those with SEND, can access the resources safely.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure staff who have the lead responsibility for safeguarding children in the setting have a secure knowledge that enables them to support and guide staff effectively with safeguarding matters on an ongoing basis	08/02/2023
implement effective arrangements for induction, supervision and training to improve the quality of education and care for all children.	08/02/2023

To meet the requirements of the early years foundation stage, the provider must:

	Due date
raise the quality of teaching to ensure all staff offer each child sufficient challenge and fully support children's individual learning needs.	08/02/2023

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

- ensure staff have a consistent approach to using behaviour management strategies, so that children understand what is expected of them.

Setting details

Unique reference number	2639394
Local authority	Kent
Inspection number	10250098
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	1 to 4
Total number of places	40
Number of children on roll	17
Name of registered person	Under One Roof (Kids) Ltd
Registered person unique reference number	RP907509
Telephone number	01227 732124
Date of previous inspection	13 July 2022

Information about this early years setting

Under 1 Roof Nursery Canterbury registered in 2021. It is based in Chartham, near Canterbury, and operates from 8am to 6pm, Monday to Friday, for most of the year. It receives funding for free early years education for children aged two, three and four years. The nursery employs six staff, including the manager. There are four staff who hold appropriate early years qualifications.

Information about this inspection

Inspector
Kate Williams

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation during snack time.
- 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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