

Inspection of Ever After Day Nursery

Lower Street, Cleobury, Mortimer, Kidderminster DY14 8AF

Inspection date:

11 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

Teaching is not consistent throughout the nursery. Additionally, the curriculum is not differentiated to meet the individual needs of the children. Therefore, some children do not make the best possible progress. That being said, children arrive at nursery excited to play with their friends. They spend a lot of their day outdoors. Children show confidence to investigate and explore the wide range of resources available to them. For example, they make marks in flour, sand and mud. Children work together and problem-solve as they work out how to join drain pipes together to roll balls down. They show a 'can-do' attitude and jump with excitement as the ball reaches the bottom of the pipes.

In some activities, the teaching is good. For example, children measure out water, mix together ingredients and knead dough to make bread. Staff give them autonomy to make what they want with their dough. Children make footballs, snowmen and hedgehogs, carefully decorating them with chocolate buttons and sultanas. However, on other occasions, teaching does not support children well enough for them to meet their best possible outcomes.

Staff promote children's independence throughout the day. They support children to change into waterproofs as they play outdoors. Older children help to pour drinks at snack time and carefully carry them to their friends. Children listen and follow instructions, and understand the rules well. For example, they tidy up toys and line up carefully when asked.

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

- Managers and staff work well together. Managers have recently introduced a peer observation scheme. The aim is to develop and enhance teaching skills among the staff. However, this has not yet had an impact on improving teaching skills so they are consistently good throughout the nursery. This is especially true for creative play. Some of the children's artwork is what staff want, rather than allowing children to explore and express themselves. This impacts on children's creativity and expression.
- The curriculum has recently undergone some changes. It focuses on children's independence and helping them to become confident learners. However, it does not give enough focus on children's individual learning and their next stages of development. For example, in circle times, the group is large and of differing ages and abilities. The teaching is too advanced for the younger and less-able children. They do not engage in learning and they fidget and become bored.
- As the nursery has one room for all age ranges, the children do all activities together. While this works well outdoors, indoors the children spend long periods of time waiting for others. The transition from one activity to another is

not well thought out. Children start to play 'smacking' each other, as they get restless and lose interest.

- Children spend much of their day outdoors, where they are able to access all areas of the curriculum. They use their imagination well as they serve food in the 'café'. They dress up as firefighters and put out an imaginary fire. Children use their physical skills as they negotiate the obstacle course and balancing beams. The mud area is a particular favourite and children have great fun digging and splashing in puddles. They show excitement as they find worms and slugs under the wooden tree trunks. Children show staff what they have found, and together they study how the creatures look and move.
- Partnerships with parents are good. Parents say how pleased they are with the nursery. They feel well supported and get information daily through an online system. Staff send regular pictures to parents of their children engaging in activities during the day. Parents know who their child's key person is and are comfortable discussing things with them.
- Staff use the local community to help build on children's interests. They have many visitors to the nursery, including police, a midwife, the forestry commission and even a horse from the equestrian centre. This enables children to expand their knowledge of the world around them.
- Parents provide their children's snacks and lunch. Managers work with parents to encourage healthy eating. Mealtimes are social events. Staff and children sit together and discuss their day. However, sometimes, the noise level during this, and other times in the day, means it is hard to hear. Therefore, children lose the potential to hear language and words during this valuable time.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of how to protect a child if they think they are at risk of harm. They know the signs and symptoms of suspected abuse and the procedures to raise a concern, if needed. Staff undertake regular safeguarding training and maintain their paediatric first-aid qualification to ensure they have an up-to-date knowledge. There is a strong recruitment and induction procedure for new staff. This ensures the safety of the children in their care. The setting is clean and resources are well maintained. Staff complete daily risk assessments to ensure the nursery is safe and secure for the children to attend.

What does the setting need to do to improve?

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

	Due date
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strengthen staff's understanding of what they want individual children to learn and how to implement this effectively into the curriculum	21/04/2023
implement effective procedures to ensure staff consistently offer quality learning and development experiences for children that continually improve.	21/04/2023

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

- develop transition times, particularly for younger children, to lessen the waiting times between activities
- reduce the background noise and voice levels to ensure these do not impact on the development of children's communication and language.

Setting details

Unique reference number	EY436114
Local authority	Shropshire
Inspection number	10263079
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	2 to 11
Total number of places	60
Number of children on roll	50
Name of registered person	Ever After Day Nursery Limited
Registered person unique reference number	RP531074
Telephone number	07855477573
Date of previous inspection	19 April 2017

Information about this early years setting

Ever After Day Nursery registered in 2011 and is situated in Cleobury Mortimer. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2 to 6. The manager also holds early years professional 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

Sue Smith

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 provider and has taken that into account in their evaluation of the provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- 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.
- 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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