

# Inspection of UNITOTS - University of Worcester

Henwick Grove, St Johns, Worcester, Worcestershire WR2 6AJ

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Inspection date: 17 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## What is it like to attend this early years setting?

### The provision is good

There is a happy and sociable atmosphere at this nursery. Children have developed incredibly close bonds with staff and their peers. Children are happy and play well alongside one another. Staff are kind and caring and offer children appropriate praise and comfort. For example, when babies show they are unsure of visitors entering the room, staff give them plenty of reassurance and cuddles. This helps to promote children's emotional well-being. Children behave well. They cooperate well and include others in their play, sharing and taking turns. They use good manners and respond to gentle reminders from staff, showing that they understand what is expected from them.

Staff support children's learning and development well. They provide a broad and balanced curriculum that ignites children's curiosity. Children demonstrate a positive attitude to learning. They eagerly join in with the activities on offer and remain focused and engaged in their play. For example, older children delight in making 'potions' using water and food colouring. They enjoy experimenting with mixing the different colours together to make new colours. Babies enjoy joining in with songs and rhymes, moving their body and bouncing up and down as staff sing. Children are developing the skills they need to help prepare them for their future learning, including moving on to school.

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

- Staff promote children's communication and language skills well. They engage children in regular conversations and discussions throughout the day. Staff introduce new words and explain their meaning. Older children are given the opportunity to take turns in conversations and express their thoughts and feelings. Babies confidently babble, and staff respond well to this, encouraging them to experiment with new sounds and emerging words.
- Staff plan appropriate activities to support their individual key children. They use their knowledge of children's current interests and needs and incorporate these into the curriculum to help all children make good progress in their learning. However, the organisation of some group activities could be better planned to ensure unnecessary disruptions do not distract children's learning.
- Staff have a good understanding of how children learn and develop. They provide a good balance of adult-led and free-play experiences. However, occasionally, staff do not always follow children's interests during some interactions to extend children's learning even further. For example, when children show an interest in riding wheeled toys in the garden, they do not encourage them to move from the grassed area to the patio, where they would be able to move around easier.
- Staff provide good opportunities for children to develop their independence

skills. Children are encouraged to put on their own coats and wellies before going outside to play. They are encouraged to tidy away after meals and snacks.

- Parents who were spoken to on the day of the inspection express how happy they are with the nursery. They say that their children have made noticeable progress in their development since starting at the nursery. Parents are provided with a good level of information about their child's time at nursery.
- Children's good health is promoted well. Children understand the importance of washing their hands before eating and after using the toilet. They benefit from healthy and nutritious meals and snacks that take account of their individual dietary needs. Children have regular opportunities to develop their physical skills. Toddlers enjoy learning new skills, such as climbing and balancing on the different play equipment in the garden.
- Staff act as positive role models to children, helping them to learn the rules of the setting. Children are familiar with the rules, including good sitting, good looking and good listening. When disagreements do arise, staff encourage children to manage conflicts and resolve these situations themselves.
- The manager is passionate about providing high-quality care and education. Staff benefit from ongoing support and regular supervision sessions from managers. They feel well supported in their roles and benefit from good opportunities for further training to enhance their professional development. This helps to improve the outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Managers have made significant improvements since the last inspection. Managers and staff have benefited from recent safeguarding and child protection training. All staff have a good understanding of their responsibility to safeguard children. They understand the importance of maintaining appropriate records and know when to report concerns about children to relevant external agencies. The management team follows robust recruitment and vetting procedures to ensure that staff are checked for their suitability to work with children. The setting is safe and secure. Staff supervise children well. Children are learning the importance of keeping themselves safe and well. For example, they calmly follow instructions from staff when they need to evacuate the building during a practise fire drill.

## What does the setting need to do to improve?

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

- review the organisation of some group activities to minimise distractions to children's learning experiences
- support staff to make the most of spontaneous opportunities to follow children's interests and extend children's learning even further.

## Setting details

<b>Unique reference number</b>	205116
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10250436
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	University of Worcester
<b>Registered person unique reference number</b>	RP518304
<b>Telephone number</b>	01905 855277
<b>Date of previous inspection</b>	19 July 2022

## Information about this early years setting

UNITOTS - University of Worcester registered in 1992. It is situated on the University of Worcester campus, and is owned and managed by the university. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday, for 50 weeks a year, from 8am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Amanda Tompkin

## 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 completed a learning walk with the manager to understand how the setting operates and how the curriculum is organised.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection. She spoke to parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.

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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