

Inspection of Unicorn Nursery Maesbury

Unicorn Nursery, Main Road, Maesbury Marsh, Shropshire SY10 8HD

Inspection date: 23 January 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Leaders and managers do not demonstrate a good enough knowledge and understanding of safeguarding procedures and what needs to be notified to the local authority designated officer (LADO). Concerns have not been shared in a timely and appropriate manner to safeguard children. In addition, information has not been shared with parents.

However, children enter a welcoming and stimulating environment. They eagerly greet staff and their friends and quickly settle into their play. Staff present resources attractively to capture children's attention. Children enjoy exploring and follow their interests. Younger children confidently move around the nursery rooms. They enjoy climbing stairs, moving down ramps and getting on and off climbing blocks. Babies seek comfort and support from staff when unsure of a situation, such as a visitor to the room or when practising a new skill.

Children develop independence from an early age. Toddlers move freely between the sensory room and their base room. They explore the different lights and push balls down plastic tubes, waiting for them to appear at the bottom. Children follow routines that support their confidence and help to build awareness of their own needs. For example, they collect their shoes or wellington boots and coats before going outside to play and try hard to put them on in readiness for their next adventure.

Older children show great delight as they clap, tap music blocks together or hold their shoes in their hands and tap a rhythm on the floor while listening to classical and cultural music. Children enjoy the benefits of yoga, stretching, touching their toes and following relaxing routines in readiness for the next part of their day. Children listen carefully to instructions and respond very well.

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

- Leaders and managers recognise the individual skills and abilities of the staff team. Everyone works well together. Changes to the staff team means that staff and their differing skills complement each other. The nursery is currently going through changes in the way they provide learning opportunities for children. Staff support children to follow their interests and lead their own play. They take time to build and extend on children's skills. This means that play and learning is individualised and children make rapid progress.
- The care of children with special educational needs and/or disabilities (SEND) is very good. Staff and parents work in partnership to ensure that children's individual needs are known and met effectively. Staff work closely with other professionals involved in children's lives. Individual care plans identify very clear

needs and practices that support children to make the best possible progress. Links with all schools are firmly established, enabling staff to share information to ensure transitions from nursery to school are secure.

- Children's language and communication skills are supported well. Staff speak clearly to children and ensure that they pronounce words correctly. Children learn the sounds of letters and link them to their names and familiar words. As children begin to prepare for the move on to school, they register their attendance at nursery and have many opportunities to practise writing their names.
- Children's health and well-being are supported well. They enjoy freshly prepared meals each day and great care is taken to support individual dietary needs and requirements. Children enjoy the social aspect of mealtimes. Older children serve their own food. Staff use this time to chat to children about their day. The use of manners is encouraged and praised.
- Children relish their time outside in forest school. Safety is a priority and children learn the rules on how to use tools and equipment safely. Their eagerness is fabulous and their surprise at finding millipedes, centipedes, worms and snail eggs under logs is a joy to watch. Children examine the minibeasts closely using magnifying glasses. Staff ask children questions to encourage them to think. Children recognise roots and tiny shoots that are growing under the grass and recall that they need soil, water and sunlight to grow.
- Staff supervise children well. Required staff-to-child ratios are maintained at all times. Sleeping children remain safe because staff stay with them and check them all regularly. Children's individual care routines are well known and met effectively throughout the day.
- Parents speak highly about the care provided. They like the strong communication between themselves and staff, both verbally and using an online application. Parents particularly like the environment and the outdoor play area and the opportunities children have to explore the living world and nature.

Safeguarding

The arrangements for safeguarding are not effective.

Significant weaknesses in leadership and management mean that safeguarding procedures are not followed effectively. Record keeping is not robust enough. Previous action taken by leaders and managers, for staff discipline issues, has not been recorded. Consequently, there are gaps in staff records. In addition, they have failed to report these concerns to the LADO in a timely way. That said, staff demonstrate a secure knowledge of the various signs of abuse and neglect and the procedures to follow if they have concerns about a child. Staff access regular training to keep their knowledge up to date. Recruitment and selection procedures are secure. Regular peer observations and supervisions take place. Children play in a safe environment. Staff complete daily risk assessments to ensure any hazards are identified and minimised.

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
improve knowledge of safeguarding procedures to ensure safeguarding concerns are passed on to the relevant agencies in a timely manner	03/02/2023
record and maintain the information required for the safe and efficient management of the setting.	03/02/2023

Setting details

Unique reference number	EY556966
Local authority	Shropshire
Inspection number	10269825
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	94
Name of registered person	Sandwell Supply Nursery Services Limited
Registered person unique reference number	RP535386
Telephone number	01691 655550
Date of previous inspection	14 August 2019

Information about this early years setting

Unicorn Nursery Maesbury registered in 2018. The nursery employs 19 members of childcare staff. Of these, 16 hold early years qualifications from level 2 to level 6. The nursery is open from Monday to Friday, all year round, except for bank holidays. 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

Tracey Boland

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk and talked about the nursery curriculum with the deputy manager.
- The inspector observed activities and the interactions between the staff and the children.
- The inspector held a meeting with the provider and deputy manager and looked at relevant documentation, including a sample of policies, risk assessments, and evidence of the suitability of staff.
- The inspector spoke to members of staff, children and parents at appropriate times during the inspection and took account of their views.

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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