

Inspection of Robins Childcare

Capel St. Mary School, The Street, Capel St. Mary, IPSWICH IP9 2EG

Inspection date:

7 February 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

Children are happy coming into the nursery. Those having breakfast have a healthy range of options available to them. They enjoy a relaxed start to the day while they sit and eat with their friends. Children talk with confidence to new adults and are eager to engage them in their play. They explain how they are getting food ready for a party and making a list of what foods they need to buy from the shops. Babies are calm, settled and happy in their play. They enjoy exploring a range of resources and activities, both inside and out. They enjoy snuggling in on the laps of staff as they pick books for staff to read to them.

However, teaching across the nursery is variable. This has an impact on how much progress children make. Children do not always receive a well-balanced, good-quality education. Some staff do not plan how they will support children's development in all areas. This leads to inconsistencies in children's progress.

Children with special educational needs and/or disabilities (SEND) are well supported by their key person and the special educational needs coordinator. Staff liaise with other professionals to ensure that children receive the support they need. This helps children with SEND to make good progress with their development.

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

- The manager has not embedded a clear curriculum for staff to follow. She has focused on the learning environment to the detriment of the quality of teaching. When monitoring staff practice, leaders do not ensure that they focus on what children are learning. Staff are not always clear about what they want to teach and why.
- Staff are sensitive to children's needs and respond with warmth when children struggle. This helps children feel safe, secure and valued. For example, at lunchtime, when a child does not want to eat, the member of staff talks to the child on her lap. She is patient and calm. The child agrees to eat their lunch when the member of staff explains that it will give them the energy needed to take part in the afternoon activities.
- Information to support children when they first start at the nursery is sometimes missing. This means that staff cannot accurately build on children's prior knowledge and experiences.
- Not all parents are aware of what their children are learning. The nursery does not support parents to continue their child's learning at home. That said, parents know who their child's key person is and are happy with the level of care their children receive.
- Where teaching is of a higher standard, children focus for long periods of time

and remain engaged. For example, after reading a story, a member of staff introduces mathematical concepts, such as 'first' and 'last'. She introduces new words to the children, such as the word 'describe'. The member of staff goes on to explain what 'describing words' are by using them to describe characters from the book for the children to guess. Children have a go at describing people in the room. It is clear that they have understood what the word 'describe' means.

- Staff report that they feel supported by leaders and managers. They have access to training to develop their practice. The manager is happy to take on board the views of staff and allows them opportunities to try out new ideas.
- Leaders and managers are aware of some of their strengths and weaknesses. Where they have identified weaknesses in practice, the action taken has not yet resulted in positive change.
- The manager is not proactive in understanding her duties to report incidents and the timescales within which to do so.
- Staff support children's independence through tasks such as serving their own lunch and pouring their own drinks. Staff teach children how to hold the jug with one hand on the handle and the other below the spout if the jug is full.

Safeguarding

The arrangements for safeguarding are effective.

Staff recognise the signs and symptoms that may indicate that children are at risk of harm. They are confident in identifying signs of abuse, such as female genital mutilation. Staff are aware of what action to take should they have a concern about a member of staff. Staff talk with confidence about how to minimise risk when children are playing both inside and outdoors. Staff are aware of children's allergies and the cook reflects these in the meals and snacks on offer each day. The manager ensures that staff keep up to date with their paediatric first-aid training so that they can take appropriate action if needed.

What does the setting need to do to improve?

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

	Due date
support staff to focus on the quality of teaching, what they want to teach children and how they are going to do it	07/03/2023
ensure that parents are aware of what their children are learning and how they can further support this at home	07/03/2023

ensure that all information has been received when a child starts to allow staff to accurately support and build on the child's existing knowledge and skills	07/03/2023
ensure that all leaders and managers are aware of their responsibilities about when to notify Ofsted.	07/03/2023

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

- monitor the delivery of the curriculum across the nursery to ensure that it is consistently delivered and children make good progress.

Setting details

Unique reference number	EY395784
Local authority	Suffolk
Inspection number	10264165
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 11
Total number of places	54
Number of children on roll	136
Name of registered person	Dean, Victoria Jane
Registered person unique reference number	RP514866
Telephone number	01473 310767
Date of previous inspection	7 June 2017

Information about this early years setting

Robins Childcare registered in 2010. The nursery employs 19 members of childcare staff, including the owner. Of these, 14 hold appropriate early years qualifications at level 2 and above, including one member of staff who has early years teacher status. The nursery is open Monday to Friday, from 7.45am to 6pm, 51 weeks of the year. Children attend for a variety of sessions. Care is also provided for children aged over five years, before and after school and during school holidays. The nursery provides funded nursery education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nina Hopson

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- A joint observation was completed and discussed with the manager.
- The inspector talked to staff 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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