

Report for childcare on domestic premises

Inspection date: 8 March 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enter the nursery happily and settle quickly with the staff, who know them well. Children show they have formed secure attachments with staff and other children and contentedly sit and chat together, such as at snack time. Staff talk to the children about the fruits they are eating and show interest in what they have to say when they talk about their favourite foods. Young children are keen to join in singing songs and rhymes. Older children confidently approach visitors and talk to them, telling them that they are going to go inside for a story and then to have their lunch. They show familiarity with the routines of the day.

The manager has a clear curriculum intent for the children. She is clear about the reasons why the children use the outdoor forest areas in all weather. She knows the knowledge and life skills she wants the children to gain as they progress through the nursery. The manager checks children's progress and puts in place early intervention to help them catch up. Children make good progress and gain confidence in readiness for school.

Children develop good levels of independence because staff use praise and encouragement for them to have a go and do things for themselves. Young children feed themselves and drink from open cups. Older children help tidy away the toys and put on their all-weather suits and boots to go outside to play.

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

- The manager observes staff's practice and recognises their strengths and areas for development. Staff attend regular training and use information gained to make improvements to their teaching. Following training, staff have tailored activities more closely to individual children's learning needs. This has improved young children's confidence in social situations.
- Children show they know how to share and take turns. Staff help them negotiate effectively, such as when they want something someone else has. Older children independently ask their friends when they can have a turn to wear a police jacket and are soon putting it on. The atmosphere is friendly, and children's behaviour is exemplary.
- The manager has met the actions from the last inspection and has clear priorities for improvement in the nursery. She has placed a high focus on staff's well-being and produced a pack containing lots of information for support if needed. In addition, she has organised team events, such as bowling, to help staff feel valued.
- Children have lots of opportunities to be outside in the fresh air. They develop good physical skills as they climb, slide, balance and swing. Children take managed risks, climbing on trees and up and down slopes and hills. Children

explore nature, including bugs and hedgehogs. They plant vegetables and know that they must 'wait a long time for the seeds to grow'. Children have fresh, home-cooked meals daily that are balanced and nutritious.

- Staff support children's communication and language effectively. They talk to young children as they play and have regular story, singing and rhyme sessions. Staff engage older children well in conversations. Staff encourage children to recall prior learning, as they talk about what animals they remember are in the story they have just read. The environment is language rich, and children become confident communicators.
- Overall, partnerships with parents are very positive. Staff gather detailed information from parents about children's routines, interests and what they enjoy doing at home. Staff provide parents with regular feedback on children's progress and what they need to learn next. Parents are invited to 'stay-and-play' sessions, so they can experience what their children do at nursery. However, the manager does not always share information about sleeping arrangements with parents of children who need a rest during the day.
- Children use their imaginations well. They dress up in costumes and pretend to be 'superheroes', for example. However, at times, some craft activities are rather adult directed. These somewhat limits children's opportunities to explore various materials and be creative.

Safeguarding

The arrangements for safeguarding are effective.

The manager knows her responsibilities to safeguard children. She now ensures that all information about new staff is sent to Ofsted to carry out the required suitability checks, prior to them being unsupervised with children. Recruitment procedures are robust and help ensure that staff are suitable for their roles. The manager and staff know safeguarding and child protection policies and procedures, including who to report concerns about children's welfare or the conduct of a colleague to. Children learn safe practices, such as using tools and climbing trees safely.

What does the setting need to do to improve?

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

- enhance information sharing with parents, particularly regarding sleeping arrangements
- increase opportunities for children to explore various materials and be creative.

Setting details

Unique reference number	109117
Local authority	Swindon
Inspection number	10269408
Type of provision	Childcare on 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	120
Number of children on roll	65
Registered person unique reference number	RP511122
Date of previous inspection	28 November 2022

Information about this early years setting

Alfresco Childcare and Forest Preschool registered in 1996. The provider employs nine members of childcare staff. One member of staff holds a relevant childcare qualification at level 6, four hold qualifications at level 3, three are working towards a relevant childcare qualification and one is unqualified. Two members of qualified staff have also completed forest school training. The provision is open Monday to Friday, from 8am to 6pm, all year round. They also run a holiday club in the school holidays and provide care for primary-aged children before and after school.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager carried out a learning walk with the inspector and discussed their learning intentions for children.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector spoke to the manager about the leadership and management of the nursery.
- The inspector observed the interactions between staff and children, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspector carried out a joint observation of a literacy activity with the manager.
- Parents shared their views of the nursery with the inspector.
- The inspector sampled some key documentation, including suitability checks, training and qualification certificates.

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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