

Inspection of Yumbo Daycare

Congregational Church, Bocking End, BRAINTREE, Essex CM7 9AE

Inspection date:

8 March 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, content and enjoy their time at nursery. They build bonds with caring staff, who know them well as individuals. Younger children seek comfort and reassurance from staff when needed. Older children progress in their learning and development. They are quick to join in with the activities on offer. Children enjoy exploring the role-play kitchen and making constructions out of cardboard tubes. They use their imaginations well and develop their communication skills. However, staff do not ensure that activities provided for younger children are appropriate for their age and stage of development. This has an impact on the progress that younger children make in their development.

Children behave well and are polite to each other. They listen to instructions from staff. Staff place a good focus on developing children's personal, social and emotional development and communication skills. They act as positive role models. Staff provide guidance, praise and encouragement, which helps to reinforce positive behaviour. Children are learning about the impact their behaviour has on others. They show kindness and empathy towards each other. For example, children remind each other to share and use 'kind hands' as they play and share resources. They patiently await their turn as they sing 'Five Currant Buns'.

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

- Children are provided with a broad curriculum based on their starting points, interests and next steps. This includes a wide range of interesting activities and experiences. However, staff do not inspire and encourage the youngest children to explore more age-appropriate activities and resources. Toddlers play with resources designed for older children, which do not meet their individual learning needs.
- Older children access a variety of resources and activities, supporting all areas of learning. For example, children are able to explore a variety of different textures, such as foam, jelly, sand and soil. They talk about how the texture feels and changes.
- Younger children's emotional well-being is well supported. Staff help ease their transition into the nursery. Toddlers experience good continuity in their care routines and are adequately supervised. However, the key-person system does not effectively promote the focus on learning for the youngest children. For example, staff do not organise and fully consider the learning environment and resources toddlers require to make the best possible progress.
- All children, including those who speak English as an additional language, are well supported with their communication skills. Children of all ages are read to frequently and enjoy songs and rhymes, helping to expand their skills in communication, language and literacy. For example, staff retell 'We're Going on

a Bear Hunt' as children repeat the chorus and add actions to bring the story to life.

- Children are curious and enthusiastic in their play and show confidence and independence when choosing what they want to do. Staff support it further, for instance, at mealtimes, where children learn to clear away their plates and put any waste in appropriate containers. Children learn how to put on their shoes and coats, and toddlers are encouraged to feed themselves, which helps support their independence and physical development.
- Children learn how to stay healthy through the importance of good hygiene and healthy eating. At snack time, children are offered a variety of fruit, as well as milk and water to drink. The nursery organised dental health checks for all the children with prior parental agreement.
- Staff develop and maintain positive relationships with parents. Parents report how pleased they are with the care and education their children receive at the nursery. Parents receive regular feedback about their child's learning through an online learning journal. Parents are complimentary about the activities on offer, especially the trips and outings.
- Managers and staff have built strong relationships with the local community. For example, children benefit from regular forest school sessions, and from various external activities promoting communication and language development. Children enjoy walks to the local parks and visited a care home, where they took part in art and craft activities and singing with the residents. These experiences broaden their knowledge of the community.
- Staff benefit from regular supervision meetings. This helps the manager to monitor staff performance, support their well-being, and encourage their professional development. She regularly observes staff's practice in the room and has frequent discussions to identify their individual training needs.

Safeguarding

The arrangements for safeguarding are effective.

Staff complete child protection training to keep their knowledge up to date. They can identify signs that could indicate a child is at risk of abuse or neglect. Staff are aware and knowledgeable of the wider aspects of safeguarding. They know how to report their concerns to other professionals, in line with the local safeguarding procedures. Staff know how to deal with a complaint about a colleague, including the manager. Vetting and recruitment processes are in place to ensure adults are suitable to work with children.

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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ensure the key-person system effectively supports the individual learning needs of babies and toddlers	23/03/2023
review the organisation of the learning environment to ensure the youngest children have access to carefully planned, stimulating activities, and resources that meet their individual learning needs.	23/03/2023

Setting details

Unique reference number	EY490814
Local authority	Essex
Inspection number	10280378
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	1 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Strathern, Corrine Adele
Registered person unique reference number	RP906364
Telephone number	07851274695
Date of previous inspection	17 August 2017

Information about this early years setting

Yumbo Daycare registered in 2015. The nursery employs four members of childcare staff. Of these, two hold an appropriate early years qualification at level 3. The nursery opens Monday to Friday, all year round, except for one week in summer and one week at Christmas. Sessions are from 8am until 4pm. The nursery offers early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marta Kellouche

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector observed the interactions between staff and children.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector reviewed relevant documentation, including evidence of staff recruitment and the suitability of the adults working with the children.

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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