

Inspection of Paradise Found Nursery

Nursery Cottage, Raven Way, Nuneaton CV11 6SG

Inspection date: 7 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled in the nursery. Parents drop off and collect from inside the nursery, which gives the children the opportunity to share what they have done in the day, such as their pictures. Parents see the environment where their children are cared for first hand and are reassured about their children's care and learning.

Children form close relationships with staff and friendships with other children. Staff are kind and caring and provide the children with regular praise throughout the day. Children are pleased to receive a sticker for things done well, which boosts their self-esteem. Behaviour is good and any minor issues are quickly resolved, as staff talk to children about their feelings and help them to manage these in a positive way. As a result, children are beginning to think about how their actions have consequences and may make others feel. Young children's emotional needs are well-supported as staff quickly respond to any distress and provide them with comfort and reassurance.

The curriculum focuses on the range of learning that all children will need to acquire to make the best possible progress in the future. Staff teach children through different topics that take account of their interests. Children learn new words as they identify animals at the farm, in the zoo and in other environments. They build their muscle strength as they stand on one leg 'like a flamingo'.

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

- Managers support the staff team to implement the curriculum through their own planning. They hold a shared understanding of what they want children to learn next in preparation for their next stage of learning and eventual move to school. There is strong support for children with special educational needs and/or disabilities. Precise assessment helps to draw on external support at an early stage and put in place individual learning to help children make the best progress.
- A programme of continual professional staff development targets training that will provide staff with the wide range of skills they need to support good-quality care and learning. Staff feel supported and acknowledge that their own well-being is taken into account by the management team.
- Children are confident and motivated to learn. They develop a sense of achievement and are proud in what they do. Staff know when to stand back and when to help. This means that children have a chance to try to manage their own independence, such as when putting on and doing up their coats. Older children are independent in their own personal care, while younger children are provided with experiences that help them to become independent from an early

age. At mealtimes, children practise their emerging skills as they fill their cups from the larger jug.

- Pre-school children practise phonics during group games. They name the animal in the picture and clap out the sounds, while they count. For example, 'kan-ga-roo' is three claps, 'don-key' is two. However, at times, some parts of group activities do not always match the developmental stage of all the children who are asked to take part. That said, children learn to count and are exploring early mathematics. They build a tower of nine blocks and understand that the five red blocks and four blue blocks make nine in total.
- Younger children enjoy creative activities and sensory play. They learn that books are a source of reference as well as a story. Children make their own lion picture and compare with the picture on cards and in books. They 'stomp' around and 'roar like lions' as staff introduce new language to their learning. Staff encourage children who are more recently walking to move around with care as they play. They build their large and small muscles as they hold spreaders to paste glue to paper, and 'scrunch and tear' paper pieces to stick onto the picture. That said, at times, children do not always have the opportunity to create their own pictures and develop their growing imagination.
- Staff follow the routines of the youngest children in line with parents wishes. The environment supports their physical and emotional development and encourages them to move to join activities. They pull themselves up on furniture to get to standing, crawl to play and explore in the water tray on the floor. Music and singing supports their early verbal skills well.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of the need to keep children safe in the environment and regular checks to count the number of children present outdoors and inside. Children are reminded about their own safety, not running indoors etc. Staff are deployed effectively to supervise children during the day. The premises are secure. Staff monitor the reception area at arrival and departure times, where they log children's attendance. All staff complete child protection training online and their understanding is monitored by managers. Staff are familiar with the signs and symptoms that may indicate a child is more vulnerable to risk of abuse. They know the local reporting procedures to be followed in the event of a concern about a child.

What does the setting need to do to improve?

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

- consider the organisation of group times so that all children taking part can activity engage throughout the activity

- further support children to take the lead in their own learning and explore more widely using their imagination and developing their own ideas.

Setting details

Unique reference number	200706
Local authority	Warwickshire
Inspection number	10281423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	60
Number of children on roll	123
Name of registered person	Clark, Jacqueline
Registered person unique reference number	RP512120
Telephone number	02476 642173
Date of previous inspection	22 November 2018

Information about this early years setting

Paradise Found Nursery registered in 1991. The nursery employs 21 members of childcare staff. Of these, 18 hold early years qualifications from level 2 to level 6. The nursery is open Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Yvonne Johnson

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and have taken that into account in their evaluation of the setting.
- The inspector observed the quality of the education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- A manager joined the inspector on a learning walk and discussed how the provider organises the early years curriculum across all ages of children attending. They also undertook a joint observation of an activity where they evaluated the quality of teaching and its impact on children's learning.
- The inspector spoke to staff and children at appropriate time during the inspection. They also took account of the views of parents and carers.
- The inspector viewed a range of appropriate documentation to demonstrate the continued suitability of staff and the safe and effective management of the nursery.
- The inspector made an initial tour of the premises and discussed the steps taken to ensure that the premises are safe and suitable.

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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