

Inspection of Yellow Brick Rd Nursery Clacton

St Barts Church Hall, 71a Frinton Road, Holland-on-sea, Clacton-on-sea CO15 5UH

Inspection date:

11 May 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy at the nursery. They call through the window when they see familiar staff. They readily leave their parents and are eager to explore the activities on offer. Staff are affectionate to children's needs and offer them comfort and support when required. Children enjoy the company of their friends and engage in conversation with them as they play. For example, children choose dressing-up clothes and pretend to be superheroes. Other children join staff in the water tray as they take pleasure in filling and emptying cups of water.

Despite this, the quality of education across the nursery is not consistently good. Staff do not ensure that children remain engaged in purposeful play and learning. Although the children enjoy the activities on offer, they easily lose interest and flit from one activity to another, often disrupting the learning of others. For example, when children enjoy making mud pies, other children run over and tip their mixture on the floor, halting their play.

Some children enjoy reading familiar stories with adults, who read to them in an engaging way. Staff ask children questions about the characters of the story and give them time to think and respond. This helps to develop children's vocabulary.

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

- Leaders have worked hard and sought support from the local authority to address the actions set at the last inspection. For example, they have improved the garden area to ensure that this is secure for children to play in. They have reviewed the layout of the room to make sure that it meets the needs of the younger children.
- Staff organise home visits to get to know the children and their families before they start at the nursery. They use these opportunities to establish what children already know and can do. This helps them to plan appropriate next steps in their learning. Staff use ongoing observation and assessment to identify any gaps in children's learning and put support in place.
- Children are beginning to learn the rules and routines of the nursery. However, staff do not manage unwanted behaviour well enough. For example, children stand on books, throw toys, and disturb other children in their play. Staff do not challenge unwanted behaviour or help children understand why their behaviours are not acceptable.
- Staff offer opportunities for children to engage in group activities. However, on occasions these activities do not fully engage children as they are poorly planned. For example, staff invite too many children to make play dough. This means that children need to wait too long for their turn to pour and mix the ingredients. Although some children show good levels of concentration, others

lose focus and distract their friends.

- Children are learning to be independent. For example, at snack time, children use small knives to spread butter onto crackers. They pour their own drinks and scrape their plates when they have finished. This helps to prepare children for the next stage in their learning.
- Children benefit from trips out in the local community. Staff plan opportunities for children to join in with rhyme time at the local library. Children are taken on trips to the nearby care home, where they interact with older people. This supports children's social skills and knowledge about the community that they live in.
- Parents speak positively about the nursery. They value the support they receive from staff at the nursery in areas such as potty training. Children's progress is reported through an online app, so that parents know what their children are learning and the progress that they are making.
- Leaders have focused training to improve staff's knowledge, understanding and skills. For example, staff attended training on helping children to be more physically active. As a result, staff have made some changes to the daily routines by adding short sessions on physical activity. This has a positive impact on children's physical well-being. However, the monitoring of staff's practice is not robust enough to help them develop the knowledge they need to become skilful practitioners.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard the children in their care. They attend regular training to make sure that their knowledge is up to date. Staff understand the possible signs and indicators of abuse that may mean a child is at risk of harm or abuse. Recruitment procedures are effective to make sure that those working with children are suitable to do so. Staff understand what to do if they have concerns about a child in their care or the behaviour of an adult working with children.

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
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develop effective behaviour management strategies, so that staff have a consistent approach to better support children's understanding of positive behaviour and the impact this has on others and their learning environment.	16/06/2023
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To further improve the quality of the early years provision, the provider should:

- develop the planning of the curriculum to ensure that it sustains children's attention
- improve the planning of group activities to ensure all children are engaged and benefit from good learning opportunities
- improve the monitoring of staff practice to develop their knowledge and understanding of how children learn, so that all children benefit from consistently good quality learning experiences.

Setting details

Unique reference number	2610242
Local authority	Essex
Inspection number	10269991
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Yellow Brick Rd Nursery Ltd
Registered person unique reference number	2565557
Telephone number	07488 393248
Date of previous inspection	29 November 2022

Information about this early years setting

Yellow Brick Rd Nursery Clacton registered in 2020 and is situated in Holland-on-Sea. The nursery employs seven members of childcare staff; of these, five hold appropriate early years qualifications at level 3. The nursery opens from Monday to Thursdays during term time only. Sessions are from 9am until 12 midday, and 1pm until 4pm with a lunch club from 12 midday to 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The director, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents 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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