

Inspection of Red Robins Day Nursery

8a Studlands Park Industrial Estate, Studlands Park Avenue, Newmarket CB8 7EA

Inspection date: 27 June 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children engage in meaningful, well-planned play opportunities. Staff show that they understand how to help children learn. For example, they show children how to use scissors. This motivates children to join in. Staff give children good explanations that help them to build new knowledge. Children confidently choose what they would like to do in the calm environment that leaders have created for them. They listen carefully to each other and adults. Children proudly celebrate their achievements with 'high fives'. They are helpful towards their peers. For example, children hold out pens for them to invite them to join in with drawing.

Leaders ensure that there is a strong focus on providing children with lots of time to share stories and songs. Staff deliver these to children in groups and individually. This helps children to develop a good vocabulary, as well as a wide range of knowledge about the world. Children listen attentively to stories, which they become familiar with. They then enjoy playing with a wide range of resources, which staff present invitingly to them. Many of the resources reflect aspects of the stories that the children know. This helps them to remember new information as they revisit language, ideas and concepts during their play.

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

- Managers have a positive approach to continuous improvement. Since the last inspection, they have embraced support from various sources to help them improve, including the local authority.
- Managers and staff build their professional knowledge through a variety of appropriate training. They share their new knowledge with each other to help staff improve their practice. However, not all staff show that they fully understand how to deliver all aspects of the well-planned curriculum. For example, while leaders state that they have introduced the use of sign language to help children further with their communication and language skills, not all staff use signs consistently or regularly with the children.
- Babies and young children are particularly content at the nursery and make strong progress. Staff talk to them and encourage them to join in with exploring their playroom environment. They teach babies how to learn new physical skills such as climbing and sliding. Babies make sounds and shake instruments. When staff sing a song about animals, the babies fetch animals from places in their room and bring them back to the group. Babies learn and use lots of new words throughout their day. They begin to try to count. Staff follow babies' sometimes brief fascinations and interests with them.
- Children behave well. Staff are positive role models who communicate their expectations simply and effectively. They encourage children to listen to and understand one another. Staff help children to tell others clearly if they do not

like something that is done to them.

- Outdoors, babies and young children have attention, support and close supervision from staff. This helps to keep them safe. However, they are not always able to explore the environment as older children play around them busily. For example, the older children use footballs actively but not unsafely around the younger toddlers. This limits the ability of those children who are developing their physical confidence and competence to begin to explore more freely.
- Parents comment how much their children enjoy coming to their nursery and on the bonds they build with staff. Many parents comment about the strong communication and language progress that staff help their children make.
- Staff regularly update parents about their children's day, using an online system. This means that parents can have meaningful discussions with their children about their day. This builds children's sense of security and belonging. Staff give parents further learning suggestions and resources, linked to the planned curriculum. This helps parents to reinforce and further children's learning at home.
- Staff engage in meaningful conversations with children at calm mealtimes. They encourage children to eat a healthy diet from the nutritious food menu. Children build their self-help skills as they practise serving their own vegetables.

Safeguarding

The arrangements for safeguarding are effective.

The management team ensures that it trains staff to be able to recognise and respond to indicators of possible abuse and/or neglect. Leaders and managers regularly ask staff questions to test their knowledge and understanding. This helps managers to be sure that staff understand their roles and responsibilities in relation to safeguarding children. Staff confidently explain their understanding of how to recognise when a child may be at risk of harm. Effective recruitment procedures are in place to ensure that only those who are suitable to have contact with children work with them.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice to achieve further improvements to the good teaching
- enhance the provision to support babies and younger children to explore, learn and play outdoors.

Setting details

Unique reference number	2631537
Local authority	Suffolk
Inspection number	10250482
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	0 to 4
Total number of places	30
Number of children on roll	36
Name of registered person	St Christopher's Robins Childcare Services Limited
Registered person unique reference number	RP533636
Telephone number	07584961601
Date of previous inspection	21 July 2022

Information about this early years setting

Red Robins Day Nursery registered in 2021 and is located in Newmarket, Suffolk. The nursery is open each weekday, between 7.30am and 6pm, all year round, with the exception of bank holidays and a week in December. The nursery employs 10 members of staff. Of these, seven hold an appropriate early years qualification at level 2 or above, including two at level 5. The nursery currently provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Kate Hipperson

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 nominated individual, who is also the nursery manager, spoke with the inspector about the leadership and management of the nursery.
- The inspector discussed the curriculum in place for children with the deputy manager.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager carried out a joint observation of a planned activity with the inspector.
- Children spoke with the inspector and talked about what they like doing at nursery.
- Staff spoke to the inspector at appropriate times 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.
- Parents shared their views on the setting with the inspector.
- The inspector viewed evidence of staff suitability and first-aid qualifications.

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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