

Inspection of Childcare4u

Tilford House, 43 Warwick Road, BEACONSFIELD, Buckinghamshire HP9 2PE

Inspection date:

29 June 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are happy, safe and confident. Staff offer emotional support, cuddles and comfort as children need them. Children separate from their parents and carers well and show that they are secure in the environment. Children have fun as they play, although staff do not always recognise when they need to intervene to encourage children to resolve minor disagreements.

The new manager has a vision for the nursery curriculum. However, her overview is vague and does not clearly identify the key things that children should be learning in each room. Additionally, she does not communicate this information well to support and develop her team. Staff provide children with some interesting and inviting activities. However, staff struggle to understand how to implement the curriculum for individual children to ensure they make the best possible progress. This means that children do not engage for extended periods to support their ongoing learning. Furthermore, staff do not have effective and clear plans in place to support those children with an identified gap in their development. When staff do capture children's interest, children participate in activities enthusiastically.

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

- Leaders and the new manager have a clear vision of what they want for the nursery. They understand that improvements are needed. However, improvements are not currently embedded well enough and the leaders and manager do not offer the coaching and support staff need. As a result, this affects the quality of care they provide for children.
- Teaching is variable, as not all staff have a good enough understanding of what they want children to learn next based on what they know and can do. This sometimes results in children wandering around a little lost, and they do not always engage effectively in meaningful learning.
- Key persons know their children well and use information gathered from parents to support their development, particularly for children who have some developmental delay. They work with parents and outside professionals, such as speech and language therapists. The activities provided do not always reflect what the key persons intend for the children to learn. Consequently, children do not always make the progress they are capable of, and they are not as well prepared as they could be for future learning.
- Systems to support children's good health are inconsistent. At mealtimes, staff wash babies' hands with little purpose. They do not use this as a learning experience to help children understand hygiene practices or daily routines. Additionally, children in the pre-school room do not consistently wash their hands at mealtimes, and the systems that staff use do not monitor this effectively. The toilet facilities do not provide children with the privacy they

require or the ability to manage their own care needs independently.

- At times, the environment can be very chaotic, with children struggling to understand what staff expect of them. Staff do not consistently support children's behaviour and provide clear expectations. Children often squabble over toys or the space around an activity. Staff do not offer support or intervene to teach and encourage them how to manage their emotions and build the skills they need to form positive relationships with their peers. Staff do not communicate effectively within the rooms to ensure all staff and children know what is happening and when to ensure their deployment is effective.
- Older children are confident to communicate with adults and staff. They enjoy sharing aspects of their lives, such as where they have been on holiday or about their new school. Some staff engage well in their conversations and use effective questions to help children think and share their ideas.
- Children throughout the nursery develop a love of books and songs. Staff read to them regularly. Children can recall their favourite stories, such as 'Chicken Licken', and repeat well-known phrases. Children engage in favourite songs and rhymes. They enjoy using musical instruments along with the music. Staff sing with enthusiasm, and this encourages children to join in happily and excitedly with the songs.
- Children enjoy using the outside space. Older children have opportunities to develop their large motor skills by balancing, climbing and kicking balls. Staff support babies to practise their walking skills as they hold their hands to move around the garden.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the manager have created a culture of safeguarding that ensures staff know and understand their role and responsibilities to keep children safe. Children access a safe and secure environment that staff risk assess effectively. Staff demonstrate suitable safeguarding knowledge and receive appropriate training. Staff are able to identify possible signs and symptoms of abuse. They know the referral procedures or where to access this information. Staff can also demonstrate their understanding of the whistle-blowing policy. They know what to do if they have concerns about the conduct or behaviour of a staff member. The designated safeguarding leads have a clear knowledge of their roles and responsibilities to keep children safe.

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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support staff to embed the curriculum and provide more meaningful learning experiences for all children in line with what they need to learn next	09/08/2023
improve the monitoring of staff practice and provide them with effective coaching, training and support to raise the quality of teaching to a consistently good level and increase their skills and understanding	09/08/2023
review the organisation of routines to ensure that staff are deployed effectively at all times to meet children's needs.	09/08/2023

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

- strengthen the support offered to children to develop independence in managing their own personal care and toileting
- strengthen behaviour management strategies so staff enable all children to understand how to behave appropriately and develop a sense of right and wrong.

Setting details

Unique reference number	EY544907
Local authority	Buckinghamshire
Inspection number	10291786
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	61
Number of children on roll	87
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	01494676169
Date of previous inspection	24 September 2018

Information about this early years setting

Childcare4u registered in 2017 and is located in the town of Beaconsfield, Buckinghamshire. The nursery cares for children from Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. It receives government funding for the provision of free early education for children aged two, three and four years. There are 23 members of staff, 15 of whom hold an early years qualification at level 3 and above.

Information about this inspection

Inspectors

Clare Perry
Lisa Robinson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors spoke to children and staff to find out about their time at the setting.
- The inspectors spoke with the nominated individual about the leadership and management of the setting.
- The inspectors 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 manager and the inspectors carried out a number of joint observations of planned activities.

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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