

# Inspection of Omnipresence Children's Nursery

Unit L4, Nene Enterprise Centre, Northampton NN2 6EF

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Inspection date:

31 May 2023

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## **Overall effectiveness**

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## **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 greeted with big bright smiles by warm and enthusiastic staff on arrival. They know the routine well and settle quickly to join in with activities. However, these activities are overly adult-led. This prevents children from leading their own play and exploring their own interests. Children are not given sufficient time to freely explore resources and build on what they already know and can do. They spend extended amounts of time sitting at tables where formal adult-led learning takes place.

Children have some opportunity to practise their physical skills. Staff lead music and movement sessions and younger children play on indoor climbing equipment. However, not all children have the same daily access to the outdoors. Staff do not fully understand how to effectively sequence learning to ensure that all children make good progress in all areas of development. This is due to leaders and staff not having a secure understanding of how children learn.

That said, children appear settled and well cared for at the nursery. They build bonds with staff and show that they feel safe and secure. Staff are warm towards the children and work well in partnership with parents. Parents are well informed about their children's day at nursery and the care they have received. Staff use a good range of strategies to help children understand the rules of good behaviour. They use frequent praise and encouragement to reward children's efforts and kindness.

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

- The staff know the children well and use assessment to identify children's stages of development. However, leaders have designed a curriculum that is heavily based on formal adult-led learning. Consequently, the curriculum does not take account of children's interests or support their most relevant next steps in learning.
- Children have some opportunity to lead their play. For example, they enjoy using their imagination as they explore the role-play shop and fill their basket with real food items. Children enjoy using the pretend till and learn to cooperate with their friends. However, this opportunity comes later in the day, so those children who only attend a morning session do not benefit from these experiences. This is due to the morning routine being overly structured and adult-led.
- Although staff take part in training, they do not yet fully understand how to support or sequence children's learning. For example, very young children are encouraged to hold and use a pen correctly. This activity is not age-appropriate and does not help them to practise the skills they need to develop their small-muscle skills.

- Children enjoy singing and dancing along to action songs. They wave instruments in the air and move their bodies in time to the rhythm. Younger children have access to some indoor climbing equipment where they learn to climb and balance. However, not all children have the opportunity to access outdoor play. This prevents them from learning how to manage risks and developing large-muscle skills.
- Staff support children to become independent. From a young age, children are encouraged to have a go at doing things for themselves. For example, children change their outdoor shoes to indoor shoes on arrival. Staff involve children in daily tasks that help them develop good self-care skills. For example, young children learn to drink from open cups without spills, and older children serve their own lunch.
- The nursery is inclusive and the support for children with special education needs and/or disabilities (SEND) and children who speak English as an additional language is good. Staff establish effective partnerships with other professionals involved with children's care and learning. This helps children to make progress in relation to their individual starting points.
- Staff are kind and build warm relationships with the children. They comfort children and reassure them if they become tired or upset. Staff teach children to use their manners, and older children enjoy helping to lay the tables ready for lunch. Staff provide children with healthy and nutritious meals. Older children talk about the food they eat and learn why it is good for them.
- Parents speak positively about the nursery and feel their children have made good progress since attending. They describe the staff as 'amazing', and state communication is excellent. Parents say their children have learned new vocabulary at the nursery and particularly like how staff support them in managing children's behaviour.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that robust safer recruitment processes are in place to ensure staff are suitable to fulfil their roles. All staff have a clear understanding of their safeguarding responsibilities. The manager effectively monitors the staff's knowledge of safeguarding and ensures that regular training updates are completed. All staff demonstrate a clear understanding of what to do if they are concerned about a child, including how to report concerns to local safeguarding partners. They are aware of the procedure to follow in the event of an allegation against a staff member. Staff effectively identify and minimise risks to ensure children's safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
promote child-led play, ensuring that resources are available for children to make choices in their learning and explore their own ideas	05/07/2023
provide and implement an ambitious curriculum that consistently builds on children's interests and enables them to build on what they already know and can do	05/07/2023
identify where practice needs to improve and seek support and professional development to improve leaders' and staff knowledge, skills and support for children's learning	05/07/2023
ensure that children of all ages are able to participate in outdoor activities on a daily basis.	05/07/2023

## Setting details

<b>Unique reference number</b>	EY499396
<b>Local authority</b>	West Northamptonshire
<b>Inspection number</b>	10280552
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 10
<b>Total number of places</b>	40
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Omnipresence Partnership
<b>Registered person unique reference number</b>	RP535305
<b>Telephone number</b>	07933 131452
<b>Date of previous inspection</b>	24 August 2017

## Information about this early years setting

Omnipresence Children's Nursery registered in 2016 and is located in Northampton. The nursery employs 12 members of childcare staff. Of these, seven hold appropriate qualifications between level 2 and level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Charmaine Cayton

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider and the inspector completed a learning walk together and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 observed the interactions between the staff and the children.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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