

Inspection of Unicorn Nursery Maesbury

Unicorn Nursery, Main Road, Maesbury Marsh, Shropshire SY10 8HD

Inspection date: 18 July 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are incredibly happy at nursery. Babies are showered with lots of love and attention. This works well and helps them to settle extremely quickly. Babies enjoy the cause and effect as they splash in the water or bang sticks together on the pots. Older children enjoy printing activities. For example, as they use the flowers and petals to make different sized shapes using paint. Staff quickly make changes to activities to ensure all children can access the resources freely.

Staff are consistent in their approach to managing children's behaviour. They softly remind children of the nursery rules and encourage them to share with their peers. Children show their understanding of their routine. They behave well. Children play cooperatively together. For instance, as they try to keep all the balls on the parachute.

Children thoroughly enjoy themselves in the purpose built outside areas. Staff provide the children with wet suits and wellington boots. This means children can still explore and play outside when it gets a little wet. Children enjoy searching for different insects and bugs, such as butterflies, spiders, woodlice and slugs. They confidently describe what the bugs look like and where they live. Staff engage in lots of discussion with the children to build on their knowledge even further. All children make good progress in their learning.

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

- Leaders are ambitious. They have a clear vision for the nursery and this filters through into how passionate staff are for the children they care for. Leaders are keen for children to leave their nursery confident and ready for the next stage of their learning.
- Staff speak positively about the support they receive from leaders. They comment that leaders are on hand to help them whenever they need it. Leaders focus supervisions on staff's professional development, as they identify further training opportunities. However, monitoring of staff practice is not yet focused enough on providing staff with the right level of support they need, to help enhance the quality of teaching and learning children receive.
- The curriculum is tailored to build on what children know and can do in stages. It covers all areas of learning. Staff find out children's starting points from parents. They also complete their own assessments on the children to identify next steps. However, at times the organisation of activities do not support all children to maintain high levels of engagement in their learning.
- There is a clear focus on children's communication and language development. Staff surround the children with new vocabulary as they play. For instance, as babies play in the water, staff say 'splash'. Staff also use words, such as

'balancing' as toddlers try to build using the wooden blocks. In addition, as older children water their vegetables, staff share words, such as 'roots' and 'earth'. Consequently, children communicate well.

- Parents comment very positively about the nursery. They state that their children are very settled. Staff keep parents informed about their child's progress and ways that they can support their child at home.
- Leaders work well in partnership with other professionals. They routinely attend meetings to gather and share key information about the children who attend their nursery. Leaders use this information to put in place effective plans for the children. This ensures that children with special educational needs and/or disabilities receive the specialist help they require.
- Staff are very nurturing towards children. They know the children very well and follow children's routines. For example, staff immediately recognise and respond to children as they show signs of tiredness, hunger or require changing. This helps to build lasting bonds between children and staff.
- Staff use a wide range of opportunities throughout the year to teach children about themselves and others. Consequently, children show high levels of care towards one another. They are respectful.
- Staff place focus on children learning how they can stay healthy and clean. Children are provided with a wide range of balanced and healthy meals. They also have access to fresh drinking water throughout the day. Staff encourage children to wash their hands regularly. They also provide lots of opportunities for children to get physical.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have taken action to address concerns from their previous inspection. For example, record keeping has drastically improved and this ensures the safe and efficient management of the nursery. Leaders have also supported staff to improve their knowledge of safeguarding. Staff demonstrate sound knowledge of a range of different types of abuse. They share any concerns with leaders in a swift manner. Staff are aware of the action they should take if concerned about a child's welfare. This includes making referrals to those with statutory powers to keep children safe from harm. Staff deploy themselves well to supervise children effectively. Recruitment procedures check staff's suitability to work with children. The setting is safe, suitable and clean throughout.

What does the setting need to do to improve?

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

- strengthen the methods in place for monitoring staff practice, to provide staff with the right level of support they need and to enhance the quality of teaching

and learning children receive

- enhance the organisation of activities to help children maintain high levels of engagement in their learning.

Setting details

Unique reference number	EY556966
Local authority	Shropshire
Inspection number	10278423
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	59
Number of children on roll	97
Name of registered person	Sandwell Supply Nursery Services Limited
Registered person unique reference number	RP535386
Telephone number	01691 655550
Date of previous inspection	23 January 2023

Information about this early years setting

Unicorn Nursery Maesbury registered in 2018. The nursery employs 18 members of childcare staff. Of these, 17 hold early years qualifications from level 3 to qualified teacher status. The nursery is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 staff and children.
- The inspector spoke to parents and staff and took account of their views.
- The manager provided the inspector with a sample of key documentation on request.

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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