

Inspection of Upton Crickets Day Nursery Ltd

Upton Cricket Club, Hockerton Road, Upton, NEWARK, Nottinghamshire NG23 5TG

Inspection date: 11 July 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Staff do not complete thorough risk assessments of the environment or the resources that children have access to. This is despite having a procedure in place. Additionally, staff who are relatively new to the setting do not have a good knowledge or understanding of child protection.

Nevertheless, children enjoy their time at this welcoming nursery. All children happily leave their parents at the door and they quickly settle with their chosen activity. Children behave well and are polite to others. For instance, pre-school children patiently wait for their turn to serve themselves strawberries. Children ensure their friends have finished with something before asking if they can have a turn. Staff remind children of their manners on the minor occasions they forget. For example, when children try to push past others, staff suggest that they say 'excuse me' and wait for their friend to finish. Children then copy this polite request, which is praised by staff.

Children relish outdoor play, where they are provided with opportunities to develop their muscle strength and coordination skills. Toddlers enjoy pushing themselves along in ride-on vehicles, while staff supervise older babies and toddlers as they eagerly climb steps to the small slide. Staff show toddlers how to use the slide as a ramp to roll trucks down. Toddlers giggle with delight as they watch their trucks shoot down the slide and roll onto the deck. Pre-school children are interested in the world around them. For example, children are in awe when they find a snail. They recall previous knowledge and tell staff they need to be gentle. Staff introduce new words to children, such as 'antenna', and explain snails use these to detect things. Children are kind and give the snail a flower to detect and gently move it under a tree.

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

- Managers do not ensure that all staff have a clear understanding of all of the signs and symptoms of abuse that indicate a child is potentially at risk of harm. This includes knowledge of the 'Prevent' duty guidance and female genital mutilation. This may result in possible delays before action is taken to protect a child.
- Staff do not complete thorough enough risk assessments of the environment to promote children's safety. For example, they do not ensure outdoor resources are clean before children access them. To this end, children drink dirty rainwater that has collected in the play kitchen. In addition, while managers state the garden area is not currently used due to it not being safe, staff still take children into this area. Children cannot move around the garden safely due to the number of hazards that are within easy reach of them.

- Staff provide children with opportunities to do things for themselves. For example, older babies recognise it is dinner time and help staff move their chairs to the table. Toddlers are encouraged to wash their own hands, put their paper towels in the bin and use cutlery as they eat their food. Pre-school children put on their own shoes and jackets for outdoor play and help staff tidy away resources. This helps develop children's independence skills.
- Staff provide healthy meals, fresh drinking water and access to daily exercise for all children. For example, pre-school children enjoy taking part in yoga. They help to set up their mats and show staff yoga positions they remember from previous sessions. Children watch carefully and copy staff as they practise new positions. Staff talk to children about how their muscles work as they stretch, balance and bend. Children learn that strong muscles help their bodies to move.
- Staff support children's growing language and communication skills. The managers have undertaken training to provide a communication-friendly space for children. This has ensured a language-rich environment. Staff are genuinely interested in what children are saying. They ask thought-provoking questions, which sees pre-school children confidently getting involved in detailed back-and-forth conversations with staff. Toddlers cosy up to staff and look at books. They sing familiar songs and eagerly name items they see on flash cards. Staff repeat words back to toddlers for clarity of pronunciation.
- Staff ensure mathematics is embedded in children's play. They know which mathematical skills individual children already have and plan activities to extend these. For example, pre-school children and staff play a game of dominoes. Children consider the pictures on their dominoes and try to match them with the dominoes on the table. Staff support younger children to take part by helping them to compare the pictures. Children with more knowledge are challenged to work out how many dominoes they need to use until they win. Furthermore, this group activity supports children to take turns and follow instructions.
- Parents state their children are settled and happy at the nursery. They feel their children are developing good language skills and making friends. Parents say they receive good communication regarding their child's next steps, which helps them implement similar learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Managers do not ensure potential risks to children are minimised. Risk assessments are not fully effective as staff forget to complete these. This means staff do not identify or take swift action to remove all potential hazards. In addition, some staff have a limited knowledge of safeguarding and, as a result, they may not be able to identify children who are at risk of harm. That said, managers ensure safe recruitment checks are undertaken to confirm the ongoing suitability of staff working with children. Staff ensure an effective system is in place to cater for children with allergies and ensure there is no cross contamination of foods.

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
take all reasonable steps to safeguard children from risks, and put in place robust risk assessments that are understood and implemented by all staff	28/07/2023
ensure all staff have a clear understanding of the signs of abuse, with particular reference to the 'Prevent' duty guidance and female genital mutilation.	28/07/2023

Setting details

Unique reference number	EY479205
Local authority	Nottinghamshire County Council
Inspection number	10300707
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	40
Number of children on roll	35
Name of registered person	Upton Crickets Day Nursery Ltd
Registered person unique reference number	RP906058
Telephone number	07968213804
Date of previous inspection	15 August 2018

Information about this early years setting

Upton Crickets Day Nursery Ltd registered in 2014. The nursery employs seven members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 or above. The nursery opens Monday to Friday all year round, except for a week at Christmas. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector
Susan Hyatt

Inspection activities

- This was the first routine inspection the nursery 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting 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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