

# Inspection of Earlyworld Nursery

Earlyworld Nursery, Hadley Park, Telford, Shropshire TF1 6AF

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Inspection date: 15 September 2023

## **Overall effectiveness**

## **Requires improvement**

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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

Inadequate

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The manager and staff implement effective policies and procedures to keep children safe. Staff are caring and provide children with positive interactions. Babies show that they feel safe and have formed secure bonds with staff. They play happily with the staff and enjoy an abundance of cuddles. Staff make effective use of daily routines, such as mealtimes and nappy changing, to support positive relationships and children's personal development. However, there are some inconsistencies in the quality of education that children receive, which hinders the progress they can make. Staff do not engage well enough with parents to support children's continued learning at home and at the nursery.

The manager and staff provide a wide range of activities that children enjoy and engage them in their play. However, the curriculum and some teaching is not yet ambitious enough to help children to make consistently good progress. That said, children gain some useful skills in readiness for school. They learn how to share, take turns and follow simple instructions. Children enjoy the opportunities to play with staff and their friends.

Children benefit from opportunities to be physically active. Babies and toddlers enjoy climbing in and out of a ball pool. They use their legs to push themselves along on wheeled vehicles. Staff encourage older children to take controlled risks as they play outdoors. This includes climbing up on to low-level tree branches and balancing carefully.

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

- The provider has taken positive steps to address the actions raised at the last inspection to keep children safe. Staff are deployed well and adult-to-child ratios ensure that children's needs are met.
- The newly appointed manager has a clear direction for making improvements to the nursery. She has identified an agenda for the staff's professional development. The recent focus for staff training has ensured that staff understand their roles and responsibilities to keep children safe. However, training has not been focused well enough on staff's teaching skills to ensure that children consistently benefit from good learning experiences.
- Staff share information with parents about children's day and the activities they engage in. They encourage children to take books home to share with their families. However, the key-person system is not fully effective and staff do not successfully exchange information with parents about children's achievements at home and at the nursery. This includes when new children start at the nursery. This means that staff do not support parents well enough so they know how to further their child's development at home. It also means that staff do not have a

comprehensive understanding of children's overall achievements.

- The manager and staff have identified some of the key areas for children's learning across the nursery, particularly for the younger children. However, the curriculum is not sufficiently developed or ambitious enough. It does not ensure that children receive precisely targeted education programmes that help them to build on their knowledge and skills. This means that staff are not as effective as possible in helping children to achieve their development milestones and make the best possible progress.
- Staff use their own observations of children to help plan for their learning. They provide some useful information about children to inform the progress check for two-year-olds. The support for children with special educational needs and/or disabilities is effective. However, some staff do not use what they know about individual children to plan precisely for their learning. Therefore, staff's teaching does not consistently provide children with good learning experiences.
- Children are generally interested in the activities that staff provide them with. Pre-school children enjoy making marks on an interactive board. They give meaning to their marks, saying they have drawn a cake. Babies paint on a transparent screen and enjoy spraying water to wash away the paint. These experiences help children to develop their early writing skills. Two-year-old children make links with their own experiences, such as caring for baby dolls. They attempt to dress the dolls, change their nappies and push them around in buggies.
- Children develop their understanding of the world. Staff help pre-school children to use online games, such as listening to a variety of sounds and matching them with an image. Younger children learn about the world around them and show an interest in insects and creatures they find when they dig in the ground.
- Staff are positive role models and children understand the rules and expectations. Toddlers show an interest in developing friendships and copy each other during play.
- Staff promote children's health effectively and implement a high standard of hygiene during children's daily routines. Children access drinks and enjoy the nutritious meals and snacks. They learn the importance of regular handwashing.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their responsibilities to keep children safe. Staff complete thorough risk assessments of the premises and continuously make checks throughout the day to minimise hazards to children. This includes having a good understanding of keeping babies safe while they sleep and managing risks at mealtimes. The manager and staff know a wide range of signs and symptoms that may indicate a child is at risk of harm, and know how to report concerns. The provider ensures that thorough recruitment checks are completed for new staff members to check they are suitable to work with children.

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

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

	<b>Due date</b>
improve partnerships with parents and the key-person system to allow for a two-way exchange of information about children's development at home and at nursery.	15/10/2024

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

- implement targeted professional development for all staff to support them in their teaching and provide children with consistently good learning experiences
- implement an ambitious curriculum that precisely identifies the knowledge and skills that children need to make good progress and build on what they already know and can do
- support staff to use their observations of children to plan precisely for the individual learning needs of children.

## Setting details

<b>Unique reference number</b>	208193
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10298323
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	115
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Earlyworld Limited
<b>Registered person unique reference number</b>	RP520252
<b>Telephone number</b>	01952 272700
<b>Date of previous inspection</b>	17 May 2023

## Information about this early years setting

Earlyworld Nursery registered in 1998 and is located in Telford, Shropshire. The nursery employs 21 members of childcare staff. Of these, 11 hold relevant qualifications at level 2 and above, including one with qualified teacher status. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children interacted 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 spoke with the manager about the leadership and management of the nursery.
- 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 carried out a joint observation with the manager and deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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