

Inspection of Childerwood Nursery

School Road, Drayton, NORWICH NR8 6EP

Inspection date:

21 November 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Leaders have taken some effective action to address weaknesses since the last inspection. However, children do not yet receive a consistently good quality of education. This is because leaders do not develop staff practice well enough for them to deliver a consistently good level of support for children's learning. Not all staff show that they understand what they need to do in order to help children engage in the planned curriculum.

Throughout the day, key routines are in place to give children time to participate in a range of activities and experiences. For example, staff play games with children and make dough with them. Children also have regular opportunities to play outside in the fresh air. However, as the quality and amount of adult interaction is variable, children's enthusiasm and motivation to learn also varies. That said, staff do generally help younger children to learn new words, naming objects as they play. Staff encourage babies and toddlers to move about in various ways. For example, they respond to a child's desire to climb by providing soft play resources. Children who speak English as an additional language gain understanding and communicate well in English. Staff give babies care and comfort at times when they feel upset or unsettled and this helps to develop their feelings of security.

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

- Leaders do not always deploy staff well to support children to learn as they play. There are times when staff are busy engaged in routines such as supporting children's personal care, tidying up and cleaning. This leaves older children to their own devices and they become unfocused and distracted. Staff do notice when play becomes too risky but do step in to maintain safety and help children to refocus, for example, by reading to the children.
- Leaders give staff regular supervision meetings. They observe staff practice and provide some training and professional development opportunities. However, managers do not always notice some aspects of weaker provision and they generally overestimate the quality of staff's practice. They do not have a clear understanding of where and what improvements need to be made. This hinders their ability to improve the delivery of a carefully sequenced and sufficiently engaging curriculum.
- Practice to support children's personal, social and emotional development is not strong enough. At group times, staff deliver key messages such as the use of kind hands and sharing. However, they do not consistently offer enough skilled support or guidance at other times, such as when children interact with one another during their free play or adult-led activities. This affects how well children learn to develop positive attitudes to learning and their ability to cooperate with one another.

- The nursery provides a balanced menu of food which is cooked on site. Children's individual dietary requirements are taken into account to support their health and ensure that their cultural needs are met.
- Children have opportunities to learn about food from around the world. This helps them to learn about different cultures. Staff also help children grow foods on site, which they then learn to prepare and use.
- Staff get to know children well. They speak with parents when they first start to understand children's interests. Staff then plan activities and get out resources which they know children will enjoy. This helps children to settle and begin to enjoy their time in the nursery.
- Parent partnerships are effective. Parents value the various ways that staff communicate with them, for example, at daily verbal handovers, through an online system and at a recent parents' evening. Staff provide parents with information about their child's progress in learning and what they need to learn next.
- Children's individual care needs are met. Where there are concerns about children's development, staff work with parents and other agencies where needed and help parents to seek support for children.

Safeguarding

The arrangements for safeguarding are effective.

The provider has improved procedures for ensuring that agency staff and students understand how to follow local procedures to safeguard children if they have concerns. Leaders are aware of their responsibilities to safeguard children. They demonstrate how they work with parents and other agencies to support children and their families. Staff are trained to understand the possible indicators of abuse and/or neglect. They are vigilant for potential indicators that children are or may be at risk of harm.

What does the setting need to do to improve?

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

	Due date
focus professional development plans on improving staff's understanding of how children develop and learn so they can support children in building on what they already know and can do	21/02/2024

deploy staff effectively so that all children receive consistent, responsive support from adults which encourages a strong focus on learning	21/02/2024
define the curriculum for supporting children's personal, social and emotional development so that staff can implement it effectively	21/02/2024
support staff to understand how to help children build on their positive attitudes to learning and develop positive relationships with others.	21/02/2024

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

- improve the monitoring of staff practice to identify where to focus plans for continuous improvement, in order to develop staff's knowledge so that all children benefit from consistently good quality learning experiences.

Setting details

Unique reference number	EY480565
Local authority	Norfolk
Inspection number	10306024
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	83
Name of registered person	The Childcare Professionals Ltd
Registered person unique reference number	RP533890
Telephone number	01603 865477
Date of previous inspection	12 July 2023

Information about this early years setting

Childerwood Nursery registered in 2014. The nursery employs 10 members of childcare staff. The manager holds early years professional status. Eight staff members hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday for 50 weeks of the year. Sessions are from 7.30am to 5.30pm. The nursery receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Hipperson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector and the manager discussed the leadership and management of the nursery.
- Children spoke to/communicated with the inspector during the inspection.

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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