

# Inspection of Serendipitys Day Nursery

18 North Parade, Grantham, Lincolnshire NG31 8AN

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Inspection date: 4 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children show positive relationships with staff. For example, in the baby room, they give staff good eye contact and excitedly anticipate when staff play games with them. Children openly go to staff for cuddles.

Children have opportunities to develop their physical skills. For example, in the baby room, staff provide climbing equipment for children that encourages them to take and manage risks in their play. Children hold on to the sides of low-level slides as they climb. In the toddler room, staff play music and ask children to copy action rhymes. Children show good listening and attention skills as they copy movements such as waving their arms and moving their fingers. Pre-school children learn about shapes. For example, staff talk to them about shapes in the environment, such as the wheels on a tractor. Children draw shapes and use scissors to cut around them. Staff support children to use scissors safely, showing them how to hold them and holding on to the paper to enable children to cut more easily. Children say, 'I did it,' when they cut around a shape, showing a sense of achievement. Children receive praise for their achievements from staff. For example, staff give them a 'high five', thumbs up or say 'well done'. This contributes to promoting positive behaviour and raising children's self-esteem.

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

- Staff support children's emotional well-being effectively, particularly when they face changes. For example, they take children for visits to see staff and the environment in the next room in the nursery before they move on. Staff use the same routines, such as playing a song to initiate tidy-up time, in each of the playrooms, providing consistency for children. Staff give children a toy bear to use as a comforter if they feel unsure during these transitions.
- Children's communication and language skills are supported well by staff. For example, in the baby room, staff name different fruits that children taste, feel and smell. In the pre-school room, staff ask children to use their words to communicate their needs.
- Staff help children in the toddler room to learn about different people, for example the role of firefighters. Children play with toy firefighting equipment and staff help them to learn the names of the equipment firefighters use and what it is used for. However, staff do not help children to develop their awareness of similarities and differences between themselves and their peers, to help all children to understand what makes them unique.
- The manager and staff use their curriculum to promote children's independence. For example, in the baby room, staff provide drinking water at a low level so children can access this on their own. In the toddler room, staff ask children to wash their hands before they eat. Staff ask children in the pre-school room to

serve food at mealtimes and to use tissues to wipe their noses.

- Children with special educational needs and/or disabilities are supported well by the manager and staff. Partnership working with parents and other professionals helps staff to tailor the care and learning they provide for children. For example, they provide children with opportunities to communicate their needs, such as when they need to go to the toilet. Additional funding that some children receive is used effectively to provide one-to-one support from staff to meet their individual needs.
- Staff actively promote positive behaviour. For example, in the toddler room, staff help children to learn how to share and take turns when they play with resources in the role-play area. In the pre-school room, staff remind children of the rules and boundaries in place, such as children using their 'walking feet'. Children show an understanding of these rules, explaining that they need to walk so they do not fall.
- Overall, staff support children's development well. However, occasionally, during planned activities in the baby room, staff do not help all children to build on their learning. For example, they focus their interactions on particular children, instead of all children who want to join in.
- Parents provide positive comments about staff and their children's experiences at the nursery. They say that staff are welcoming, inviting and they are kept completely up to date with what their children have achieved.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- help staff to develop children's awareness of the similarities and differences between themselves and their peers
- support staff in the baby room to strengthen their interactions during planned activities to help all children to build on their learning.

## Setting details

<b>Unique reference number</b>	EY495708
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10311663
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare 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>	52
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Serendipitys Child Care Services Limited
<b>Registered person unique reference number</b>	RP901711
<b>Telephone number</b>	07868650806
<b>Date of previous inspection</b>	4 April 2018

## Information about this early years setting

Serendipitys Day Nursery registered in 2016 and is situated in Grantham, Lincolnshire. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed how they implement the curriculum.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views on the nursery with the inspector.

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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