

Inspection of Fleur de Lys Nursery and Preschool

2 Highfield Road, Saxilby, LINCOLN LN1 2QP

Inspection date:

18 January 2024

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

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children show their secure attachments with staff as they leave their caregiver at the door and happily enter the nursery. Babies start playing with resources of interest, such as toy ducks. They copy the language that staff model as they say 'quack, quack'. Babies later demonstrate their learning while they independently turn the pages of a book. They spot a duck, point to it and exclaim, 'Quack, Quack'. Younger children engage in meaningful learning, but this is not always the case for older children. There are inconsistencies in the quality of education provided by staff throughout the nursery, and as a result, children's experiences are variable.

Older children's behaviour deteriorates over time because they do not remain engaged and involved in learning. The activities that staff provide are not always stimulating enough to hold children's attention. Not all staff are clear about what they want children to learn and how they can extend learning. As a result, older children lose interest and start to display unwanted behaviours. When this happens, staff's response does not always support their personal, social and emotional development in the best ways.

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

- The manager is new in post. She has joined a management team that is committed to securing positive outcomes for children. The manager has spent time building relationships with staff, children and parents. She has identified some staff that require additional support to raise the quality of their practice. However, she has not yet embedded effective methods of ensuring consistently good teaching. Some weaknesses in staff's delivery of the curriculum and their organisation of some activities, such as snack and group times, have not yet been addressed.
- Systems to share information about children's individual learning and development, overall, are weak. Staff aim to follow children's interests during their play, attempting to support children's learning and teaching them new knowledge and skills. However, staff have not got a clear enough understanding of what each child needs to learn next. As a result, some play interactions lack purpose. The exception is for children who have special educational needs and/or disabilities (SEND). In these cases, information sharing in the setting and with external support agencies is effective. This means that children with SEND are developing well and making progress in their learning.
- At times, staff's delivery of the curriculum is not well thought through. This is more noticeable for older children. Staff do not always extend children's learning. They play alongside children without a clear idea of what they want children to learn. Some activities lack excitement and do not capture children's

interest or attention. As a result, some children's behaviour starts to deteriorate.

- Older children are at the stage where they need to secure skills to make friends and get along well with others, such as sharing and turn-taking. Staff recognise this; however, they do not pay close enough attention to supporting children's personal, social and emotional development. For example, staff provide children with a sand timer to help them take turns, but do not support or model how this should be used. Therefore, this strategy is ineffective, and children continue to struggle with turn-taking and sharing during their independent play.
- Occurrences of poor behaviour are displayed too frequently by older children because they do not remain interested in their activity or are engaged deeply enough in learning. Staff attempt to intervene and support, but there is an inconsistent approach throughout the staff team. Some staff do not give children a clear explanation about what is expected from them and how their behaviour is impacting others.
- Parents speak highly of the care that their children receive. They comment that their children enter and leave the setting with smiles on their faces. Parents give examples of how children show and use their learning at home. Staff share information with parents through daily conversations, newsletters, emails and a daily diary. Parents say they feel well informed about what their child does while at nursery.

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:

- embed methods of reviewing and evaluating staff's practice to continually drive improvements in the quality of education provided
- implement effective systems for staff to share information about children's learning and development so that play interactions are purposeful and support children's individual next steps
- improve the delivery of the curriculum throughout all activities for older children, including group times and routine activities, to sustain children's engagement and maximise their focus on learning
- develop more effective ways to support older children's personal, social and emotional development to help shape their good behaviour
- make sure staff use consistent ways to encourage children's good behaviour that include giving children clear messages about expectations and the impact of their behaviour on others.

Setting details

Unique reference number	2737380
Local authority	Lincolnshire
Inspection number	10326256
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	33
Number of children on roll	59
Name of registered person	Fleur de Lys Early Years Ltd
Registered person unique reference number	2737377
Telephone number	01522262250
Date of previous inspection	Not applicable

Information about this early years setting

Fleur de Lys Nursey and Pre-school registered in 2023, and operates in Saxilby, Lincolnshire. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery is open from 7.30am to 5.30pm, Monday to Thursday, and 7.30am to 4.45pm on a Friday, all year round apart from bank holidays and family holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Charlotte Whalley

Inspection activities

- This was the first routine inspection the provider 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 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 a joint observation of snack time with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector read reviews written by parents during the inspection and took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- 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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