

Inspection of Foxcubs Day Nursery

Chapel House, Old Reddings Road, The Reddings, CHELTENHAM, Gloucestershire
GL51 6SA

Inspection date: 26 January 2024

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Staff provide a safe and welcoming environment, where children feel settled and happy. They put careful thought into providing resources and activities that engage children and support their learning. For example, they identified that children need more opportunities to take physical risks and have set up a sensory gym for younger children. Children relish attending and develop strong bonds with one another. Staff provide exceptional support for children to recognise and regulate their emotions. Children respond positively and behave extremely well. They are keen to learn and eagerly join in with activities, such as painting birds. They proudly take on the responsibility of doing daily jobs and staff offer them lots of praise and acknowledgement.

Staff have a good understanding of what they want children to learn and work as a team to plan and provide an ambitious curriculum. They adapt this for different age groups and build on children's previous learning and current interests. This helps children develop the skills and attitudes they need for the future. Staff work closely with parents to involve them in their children's learning. For example, they invite them in for play days and encourage them to visit to talk to children about their different cultural backgrounds.

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

- Staff know children well. They use information from parents and their own regular observations to accurately assess children's progress and plan effectively for the next steps in their learning. They also find out about children's interests and take account of these during activities. For example, for children who love playing with babies they set up an area with dolls and equipment, so they can take part in role play. The provision for children with special educational needs and or disabilities is particularly strong and staff work closely with other agencies to ensure they offer tailored support. All children make good progress from their individual starting points.
- The starting point for the curriculum is story making and there is a big focus on children's developing literacy. Babies listen avidly as staff read a familiar story to them and pre-school children take part in an exciting story-telling session. There is also a strong focus on communication and language. Staff introduce new vocabulary. Each room has a 'word jar' display with words for the children to learn and staff use 'vocabulary flowers' to introduce new words linked to specific activities. Staff use signing to support children's communication, although this is not always consistent.
- Staff are skilled at supporting children who speak English as an additional language. They work closely with parents to find out about their home language. They routinely use this to fully support the child's language development and

help them to feel valued. Parents greatly appreciate this acknowledgement of their diverse backgrounds.

- Children are very eager to learn and relish joining in. For example, older children decide to fetch water and experiment with pouring it out and then exploring what the mud feels like underfoot. They persevere at cutting fresh fruit and vegetables, which enables them to practise their fine motor skills. Children form strong friendships with one another. Even babies share resources and respect each other's space. Children of all ages learn to recognise different emotions and to regulate these as they progress through the nursery. This forms an integral part of the curriculum.
- There is a strong focus on staff development and well-being. Leaders organised a staff appreciation day and there is a 'garden of praise' display, where managers display positive comments from parents about individual staff members. These are resoundingly positive. Staff have varied opportunities to develop their skills and more experienced staff model effective teaching. However, there are inconsistencies in staff's interactions with children and some do not extend their learning as much as possible. For example, some do not make the most of opportunities to introduce mathematics during activities.
- Staff have a comprehensive knowledge of safeguarding. They understand the possible signs that a child may be at risk of harm and know what to do if they have concerns. They also know how to escalate these concerns outside the nursery, if necessary. Managers keep safeguarding high on the agenda.

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:

- enhance teaching practice to provide more consistent interactions with children and extend their learning as much as possible.

Setting details

Unique reference number	EY389263
Local authority	Gloucestershire
Inspection number	10311690
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	0 to 4
Total number of places	50
Number of children on roll	71
Name of registered person	Foxcubs Day Nursery Limited
Registered person unique reference number	RP528769
Telephone number	01452 857 449
Date of previous inspection	5 April 2018

Information about this early years setting

Foxcubs Day Nursery registered following a change in ownership to company status in 2009. It opens Monday to Thursday from 8am to 6pm and on Friday from 8am to 3pm. The nursery receives funding for the provision of free early education to children aged two, three and four years. There are 16 staff members working directly with the children. Of these, 12 hold appropriate childcare qualifications from level 2 to level 5. The nursery also employs a cook.

Information about this inspection

Inspector
Catherine Sample

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The joint managers and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with one of the managers.
- 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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