

Inspection of Robins Childcare

Capel St Mary School, The Street, Capel St Mary, Ipswich IP9 2EG

Inspection date: 22 January 2024

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff deliver a well-planned curriculum, covering all areas of learning. The curriculum encourages children's curiosity, creating awe and wonder. Children feel confident and secure. They understand what happens at nursery because routines are embedded. Children experience equally rich learning opportunities to explore and experiment outside, as well as indoors.

Staff deliver large-group activities very well. They use these times to encourage children to listen, follow instructions and to practise speaking. Staff capture and maintain children's interests. If children become distracted, staff skilfully use '1, 2, 3 eyes on me' to refocus the children. Staff use different resources as they talk to the children about the Big Garden Birdwatch. They explain about the wide range of exciting 'bird related' activities in which the children can take part. Children have great fun searching for the hidden birds, naming them, and finding out what type of birdsong they make. Staff support children to explore mathematical concepts. Children count, calculate and think critically as they decide whether there is 'less than' or 'more than' before.

Staff consistently consider children's views and opinions. They help children to recognise and speak about how they are feeling. Children learn respectful behaviours, such as listening while others are talking. Children know to use quiet voices inside and 'big, loud voices' outside. When they find it difficult to take turns, staff support the children to think about how they can resolve their own issues.

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

- There have been changes to the management team, as well as new staff appointments, since the last inspection. Staff have worked hard to address previous weaknesses. All staff have clear roles and responsibilities, and management is building a strong team. Staff are confident in what they want the children to learn and why. Staff's well-being is valued, and they receive regular supervision. However, the supervision arrangements are not yet fully focused on enhancing staff's skills and abilities to the highest level.
- Staff get down to the children's level and show a genuine interest in the children. They provide a language-rich environment with lots of commentary and clear articulation. Staff listen to the children and carefully repeat words children mispronounce. Children are provided with a wealth of opportunities to explore literacy. Staff skilfully use fictional and factual books, rhymes and songs to embed learning. They explain what is going to happen next. Staff use recall effectively to embed learning and introduce new words, such as 'protection' and 'frustration', carefully sounding out and explaining what these words mean.
- Children are treated as individuals as staff help to build their confidence. They

are encouraged to be independent, to try to do these things for themselves and to persevere. Children have lots of support to practise using the toilet and washing their hands. They learn how to put on their coats, gloves and boots. Children develop control and coordination as they learn to handle authentic resources, such as china and glass, safely. They are supported to take risks as they work out how to move across giant tyres without falling off.

- Children share a special bond with their key person, who knows them very well. Individual care routines are sensitively followed. All children enjoy the nutritious meals and snacks prepared by the cook. Mealtimes are social occasions. Children are keen to serve themselves, using tongs and spoons. They decide how much they want on their plate, returning later for second helpings.
- Children with special educational needs and/or disabilities (SEND) are appropriately supported. Where further support is needed, the nursery's special educational needs coordinator (SENCo) is swift to work in partnership with parents and other professionals. The SENCo is starting to support staff to help children with SEND to make as much progress as they can. However, this is not yet embedded, and staff recognise that this is an area where they would benefit from further training and skills.
- Staff engage well with parents, who are positive about the care and education their children receive. Staff keep them well informed about their children's learning and how they can continue this at home. This includes sharing regular information through an online application, a book-lending library, an events board and a 'curiosity shelf' with a wealth of information. In addition, staff offer open days for parents so that they can find out more about, and become more involved in, the nursery's approach to learning.

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:

- strengthen arrangements for supervision in order to fully focus on enhancing staff's skills and abilities to the highest level
- help staff to gain further knowledge of how to best support children with SEND and/or speech and language delay, to close gaps in learning as swiftly as possible and help children make as much progress as they can.

Setting details

Unique reference number	EY395784
Local authority	Suffolk
Inspection number	10279713
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 11
Total number of places	50
Number of children on roll	109
Name of registered person	Dean, Victoria Jane
Registered person unique reference number	RP514866
Telephone number	01473 310767
Date of previous inspection	7 February 2023

Information about this early years setting

Robins Childcare registered in 2010. The nursery employs 15 members of childcare staff, including the owner. Of these, all hold appropriate early years qualifications at level 3 and above, including five members of staff who have level 6 or early years teacher status. The nursery is open Monday to Friday, from 7.45am to 6pm, 51 weeks of the year. Children attend for a variety of sessions. Care is also provided for children aged over five years, before and after school and during school holidays. The nursery provides funded nursery education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- The inspector considered any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and other members of the management team completed a learning walk with the inspector and discussed how the early years curriculum is delivered.
- The inspector observed the quality of teaching, indoors and outdoors, and considered the impact this has on children's learning.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector carried out a joint observation of a group activity.
- The inspector spoke to a sample of parents during the inspection and took account of their views.
- The inspector held a management meeting and sampled relevant documentation, including evidence of paediatric first-aid qualifications.

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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