

Inspection of Yumbo Daycare

Congregational Church, Bocking End, BRAINTREE, Essex CM7 9AE

Inspection date: 28 February 2024

Overall effectiveness	Good
------------------------------	-------------

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 plan and implement an ambitious curriculum. Children are eager and curious to learn. They make good progress in relation to their starting points. Staff focus on helping children to become independent, confident and resilient. Staff consistently plan according to what children need to learn next, taking into account children's interests and stages of development. Consequently, children are curious and have a positive attitude to learning. Children stay focused and persevere when faced with challenge. For example, they work out how to cut the string 'spider's webs' to find the plastic insects hidden in the leaves and bark.

Children behave well. They confidently recall the nursery rules during circle time, which helps to keep them safe. Children take turns and share resources freely. However, when minor disagreements occur, staff quickly intervene and offer children solutions and ways to solve the differences. This helps to support children's personal, social and emotional skills. Babies enjoy exploring books. They independently access books, open the pages carefully, and show an awareness of the meaning in the pictures. Children and babies are emotionally secure. They settle quickly on arrival, and happily wave goodbye at the front door. Children and babies freely approach staff for cuddles, reassurance, or to share their thoughts and ideas.

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

- The provider, who is also the manager, and her staff have worked hard to address the actions set at the last inspection. The key-person system has been reviewed to provide all children with a consistent, familiar adult who they can turn to for support. The environment has been improved, particularly for babies to enable them to explore a wider range of resources.
- Children enjoy playing outside. Staff organise group games to help to support children's social and physical skills and provide lots of opportunities for them to explore sensory and messy play. For example, children combine sand and sawdust, and use their fingers to create patterns and marks. Staff narrate what children are doing and offer a range of words to help to extend their vocabulary. However, sometimes, they do not consistently allow sufficient time for children to think about their answers and respond.
- Partnerships with parents are good. Parents comment on how happy they are with the care and learning opportunities that their children receive. They appreciate the discussion with staff about children's progress and the possible next steps in their learning.
- Links with school teachers support children as they move on to the next stage in their learning effectively. Staff and teachers share information to help to promote continuity in children's care and development. Visits from teachers to meet

children in the nursery enables them to observe and talk to children in their familiar environment. Staff work closely with other professionals and parents to help to support children with special educational needs and/or disabilities. This helps to identify and close gaps in children's development in a timely manner.

- Staff continually support children to develop good levels of confidence and self-esteem. They acknowledge and praise children for their achievements. Circle time provides opportunities for children to celebrate their uniqueness and individuality. For example, children look at themselves in a mirror and tell their reflection, 'I am great' or 'I am amazing'. A quiet reflection space has been created for children and staff to take time out or just relax. Outside professionals attend the nursery, for example, to lead mini mindfulness sessions or sports activities to further extend children's experiences. This helps to promote children's emotional well-being.
- The provider works hard to ensure that staff feel supported and have good opportunities to develop their skills and practice further. Regular opportunities for staff supervision enable them to discuss their training and next steps. This helps to keep staff motivated and feel valued. Staff have access to an online training portal, which enables them to continually develop their knowledge and skills.
- Older children develop friendships with their peers and play socially together. For example, they put on hard hats in the construction area and set about building a structure using large foam bricks. They negotiate roles and share the bricks as they wait their turn. Other children move the small traffic cones and warn their peers that there is building work taking place.

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:

- support staff to implement the curriculum even more successfully so that children have further opportunities to extend their interests, levels of engagement, and ability to think and respond.

Setting details

Unique reference number	EY490814
Local authority	Essex
Inspection number	10284116
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Strathern, Corrine Adele
Registered person unique reference number	RP906364
Telephone number	07753 511 279
Date of previous inspection	8 March 2023

Information about this early years setting

Yumbo Daycare registered in 2015. It is located in Braintree, Essex. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, during term time only. Sessions are from 8am until 4pm, Monday to Thursday, and 8.30am until 3.30pm on Friday. The nursery offers early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 provider, who is also the manager, joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents and grandparents shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024