

Inspection of Clarence House Papworth

Elm Way, Papworth Everard, Cambridge CB23 3RY

Inspection date: 15 July 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Kind and caring staff have built close relationships with all children in the nursery, and they provide a safe and secure learning environment. Babies especially enjoy cuddles with their trusted adults and bonds are strong. However, inconsistencies in children's learning experiences mean that children are not always getting the education they deserve. Staff follow children's interests and generally plan for learning in the moment. However, not all staff demonstrate strong enough teaching skills to adapt these learning opportunities to challenge children's learning and extend play.

Children are gaining some skills to support the move to school. They receive encouragement to do things for themselves and are becoming independent in their self-care. Generally, children behave well. However, at times when staff need to intervene and support children, they do not always do this at children's level and in an appropriate manner. Children do not always receive consistent messages appropriate for their age and stage of development, to help them learn how to manage and regulate their own behaviours. Children are encouraged to share and take turns with their peers, and they receive regular praise for their achievements. A recent graduation ceremony for the eldest children was well received by children, parents and grandparents and celebrated their achievements during their time in nursery.

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

- Leaders have established a curriculum that helps build on what children know and can do. However, staff sometimes overlook opportunities to extend children's knowledge and develop this. A lack of well-thought-out and meaningful activities, especially for the eldest children, means that they do not always engage well and at times look a little lost.
- Leaders are working hard to raise standards and are focused on implementing change to improve experiences for children. They show passion for early years provision and demonstrate a clear vision for the future. They recognise what they do well and where they need to improve. Overall, staff say they enjoy working with the nursery and feel they work well as a team. Regular meetings are held with staff and there is a programme of professional development in place. However, this is not yet tailored sufficiently enough in the nursery to help raise the quality of teaching to a good level overall.
- Staff read stories and sing songs every day. Babies hear repeated words to encourage their emerging speech. Staff recognise how activities, such as these, promote children's communication and language. However, children are not consistently immersed in a rich-language environment as some staff's interactions do not help children to consistently build their vocabulary as they

play.

- Staff are able to quickly identify children who may need additional support in their learning. They work closely with other establishments, such as local schools and medical professionals, to provide tailored care that meets their needs.
- There is consistent communication with parents so that they always have an overview of their children's time in the nursery and know the progress they are making. Parents appreciate the photographs and observations of learning they receive. They feel staff are caring and supportive.
- Children enjoy the sensory experiences they receive. Babies explore flour and dough with their hands and toddlers are excited to make big splashes in the water tray. There are good opportunities to be physically active as children climb on large garden apparatus, ride bicycles, and play football. Children work as a team and demonstrate good coordination to lift a large parachute off the ground and move it up and down.
- Staff help children to develop good hygiene practices and independence in their self-care. Children learn why they need to wash their hands. Older children access tissues themselves to wipe their nose. Staff are good role models as children see them washing their own hands and wiping down tables before and after activities, such as changing nappies and serving food.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the quality of teaching and how the curriculum is delivered so that all children receive a challenging and enjoyable experience in all areas of learning that motivates and inspires them to learn	14/10/2024
implement training and professional development opportunities to strengthen knowledge of effective teaching and learning in the early years foundation stage	14/10/2024

ensure that children have rich opportunities to develop their communication and language skills, so that the development of their spoken language firmly underpins all seven areas of learning	14/10/2024
improve staff understanding and practice of how to support children's behaviour in an appropriate way.	09/09/2024

Setting details

Unique reference number	2555121
Local authority	Cambridgeshire
Inspection number	10357912
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	0 to 8
Total number of places	77
Number of children on roll	64
Name of registered person	Clarence House Day Nurseries Ltd
Registered person unique reference number	RP903550
Telephone number	01480 700 680
Date of previous inspection	17 January 2022

Information about this early years setting

Clarence House Papworth registered in 2019. The nursery employs 14 members of childcare staff. Of these, nine staff hold appropriate early years qualifications at level 2 to 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Carly Mooney

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents and grandparents shared their views of the setting with the inspector.
- 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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