

Inspection of Childcare4u

Tilford House, 43 Warwick Road, BEACONSFIELD, Buckinghamshire HP9 2PE

Inspection date: 23 May 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

Leaders and staff have made significant improvements since the last inspection. Staff are now positive role models for children. They help them learn the behaviours expected of them and children's behaviour is now good. Children are kind to each other. They learn to share, take turns and cooperate as they play.

Children are safe and happy in this warm and welcoming nursery. They have secure attachments with staff, who are kind and caring. Children eagerly join in with the wide range of activities offered and enjoy their time at the setting. They show high levels of engagement in activities of their own choosing. For example, toddlers fill a variety of vehicles with shredded paper. They show delight and excitement as they press buttons to make lights flash and vehicles move.

Children are physically active. They enjoy daily outdoor play. Staff encourage children to take age-appropriate risks as they manage to balance and complete an obstacle course. Children relish the sense of achievement when they complete tricky tasks. This builds children's confidence and teaches them about their capabilities. Children grow in independence and take good levels of responsibility for managing aspects of their own play and learning.

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

- Leaders are dedicated to improving learning experiences for children. They accurately recognise where there are gaps in staff knowledge and support them to enhance their professional development. They provide regular supervision meetings for staff and prioritise their well-being. Leaders work closely with other professionals and their local authority advisers to improve the nursery even further.
- Staff support children's emerging language skills well. They use books and songs in addition to talking to children about what they are doing. Staff provide an environment where children hear spoken language clearly and fluently. This helps children learn the correct pronunciation of words. As a result, children become confident communicators. However, on occasion other activities nearby distract children and do not support their listening and attention skills effectively. For example, some children find it difficult to listen to a story due to the noise from other children close by.
- Staff provide good opportunities for children to develop early literacy skills. Older children enthusiastically listen to stories and enjoy looking at books. Staff encourage children to discuss their ideas and share their thoughts. They ask questions to extend children's learning. However, staff are less confident in extending children's learning in mathematics. For example, at times, they do not recognise opportunities to introduce mathematical concepts during activities,

such as discussing weight and measure when children are making play cement.

- All children, including those with special educational needs and/or disabilities, make good progress from their starting points. Staff use guidance and assessment tools to identify any gaps in children's language. They use this information to plan activities and make referrals to other professionals. This helps children to get the early and ongoing support they might need.
- Children show increasing independence. For example, babies learn to feed themselves by copying staff. The oldest children serve their own meals and manage cutlery well. They learn to dress in their own coats and practise fastening the zips and buttons. Children learn to manage their own personal care needs and understand the importance of washing their hands before eating and after using the toilet.
- Children immerse themselves in creative play. For example, babies enjoy sensory play activities. They are absorbed as they lean over a tub to feel foam. Babies watch with excitement as staff show them how to make foam appear from the can. They are fascinated and laugh delightedly as they try for themselves. This helps children to learn more about the world around them and to explore freely.
- The leadership team ensure that staff receive the training and support needed to improve teaching and learning. They have made effective use of the support from the local authority to make the required improvements. Staff report they feel supported by their managers and feel that their well-being is always taken into account. Staff undertake regular training initiatives and implement what they learn so that the children benefit.

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:

- review and improve the organisation of activities to minimise distractions and further support children's listening and attention skills
- strengthen teaching strategies to more consistently promote children's early number and mathematical skills.

Setting details

Unique reference number	EY544907
Local authority	Buckinghamshire
Inspection number	10304302
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	61
Number of children on roll	34
Name of registered person	Bright Stars Nursery Group Limited
Registered person unique reference number	RP538317
Telephone number	01494676169
Date of previous inspection	29 June 2023

Information about this early years setting

Childcare4u registered in 2017 and is located in the town of Beaconsfield, Buckinghamshire. The nursery cares for children from Monday to Friday, from 7.30am to 6.30pm, for 51 weeks of the year. It receives government funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff, 7 of whom hold an early years qualification at level 3 and above.

Information about this inspection

Inspector

Kate Robertson

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector and manager completed a learning walk throughout the nursery. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector had meetings with the manager, deputy and provision area manager. She looked at a sample of policies and procedures, staff qualifications and evidence of 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.

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