

Inspection of Colourful Time Day Nursery Ltd

The Farm House, Bodiam Drive, Toothill, Swindon, Wiltshire SN5 8BE

Inspection date: 21 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are safe and secure in this nursery. Staff provide an environment that is centred around the interests of the children. The older children excitedly engage in water play. They work together to fill tubes and jugs to make the water wheel move. Staff extend play by encouraging the children to find something that floats to add to their jug. Children shriek with excitement when they find an object that floats.

All children have daily opportunities to develop their physical skills. In the garden, they roll large hoops back and forth to each other. They explore the domed climbing frame and go down the slide. Staff support children to develop their confidence to take safe risks in play. Children have various opportunities to learn and develop independence. Young children learn to feed themselves and wipe their own faces. Older children serve their own lunch, tidy up their plates and cups, and choose their own snacks. Children are confident in their play and decision-making.

Children behave very well. The youngest children smile and giggle at each other through the stair gates. Older children work together at tidy-up time and ask their friends to help. They are supportive of each other and willing to help. Children confidently play together. They take turns and praise each other's achievements.

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

- The manager and staff know all the children well. Children with special educational needs and/or disabilities (SEND) are very well supported. The manager and special educational needs coordinator work closely with outside agencies and parents to ensure that children receive the best individualised learning opportunities. Funding is used effectively to best support the children's needs. For example, the garden has been developed to provide children with an outdoor space all year around, supporting children that do not have access to this at home. As a result, children make good progress from their starting points.
- Staff plan activities that are centred around the children's interests. Children excitedly engage with a colour-mixing activity. They use various tools to explore the paint and make new colours. Staff skilfully extend children's learning by asking them about what they are making. Children ask how they can make blue. The staff and children research together. They discover that they cannot make blue and why. Children are excited to learn new information. However, on occasion, staff do not use what they already know about the children to sufficiently challenge them in their learning.
- There is an effective key-person system. Children have good bonds with all staff. The younger children enjoy cuddles when they need reassurance. Older children confidently talk to staff about their likes and dislikes, and ask for help

when they need it. Staff are good role models. They wear protective clothing when in the sun to embed the importance of this to the children from a young age.

- Staff provide children with an environment that is rich with language. Older children in the 'doctors' area recall their experiences. Staff introduce words such as 'symptoms' and 'x-ray', and explain their meaning. Children excitedly use the words in their role play. Babies are learning the value of communication. Staff are sensitive to all their interactions. They respond to sounds and gestures effectively by mimicking and introducing simple words. As a result, all children, including those who speak English as an additional language, are becoming confident to express themselves and use new vocabulary.
- There is a good partnership with parents. Parents speak highly of the communication from staff in person and the additional information that they receive via an online system. Parents say that their children love attending the nursery. Parents of children with SEND say that their needs were identified quickly by staff and the support they have received has been 'invaluable'.
- Staff skilfully introduce mathematical language into all areas of play and learning. Younger children build a track for the cars. Staff ask them to find one more piece, then two more. They discuss if the track is 'big' or 'small'. Older children are encouraged to count the scoops of water they add, and if they need 'more' or 'less' than their friends when filling their buckets. As a result, children become increasingly confident to use mathematical language in their play.

Safeguarding

The arrangements for safeguarding are effective.

All staff provide a safe and secure environment for children to play and learn. They teach children the importance of being safe in the sun. The manager and her staff have a good knowledge of safeguarding and are aware of what they need to do should they need to report a concern. Staff can recognise signs and symptoms that may indicate a child is at risk. They understand their role to help keep children safe. There is a robust recruitment procedure, and ongoing suitability is monitored to help ensure that staff are suitable to work with children.

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 use their knowledge of the children to sufficiently plan activities to challenge them.

Setting details

Unique reference number	2551018
Local authority	Swindon
Inspection number	10238004
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 4
Total number of places	42
Number of children on roll	55
Name of registered person	Colourful Time Day Nursery Ltd
Registered person unique reference number	2551017
Telephone number	01793 976070
Date of previous inspection	Not applicable

Information about this early years setting

Colourful Time Day Nursery Ltd registered in September 2019. It operates from a converted farmhouse in Toothill, Swindon. There are eight members of staff working with the children. Of these, six hold relevant childcare qualifications from level 2 to level 7. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

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 manager joined the inspector on a learning walk. She talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- Children spoke to the inspector about what they enjoy doing at nursery.
- The inspector observed the quality of teaching and the interactions between staff and children, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager shared relevant documentation with the inspector.

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 2022