

Inspection of Forest Friends Childcare Redcar LTD

13A Cleveland Street, The Old Post Office, Redcar TS10 1BA

Inspection date:

23 May 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff are not always deployed effectively throughout the nursery. On several occasions throughout the day, some rooms do not have enough staff to maintain adequate levels of supervision. Despite this, children demonstrate they feel happy and settle in quickly. Staff provide a warm, friendly environment and know children well. Babies benefit from staff who meet their care needs swiftly and are soothed through cuddles from their key person. Toddlers show high levels of confidence as they explore their surroundings. Older children develop good social skills and benefit from specific praise given by staff.

The manager has considered the ongoing impact of the COVID-19 pandemic on children's development. The curriculum focuses on developing children's language skills and preparing them for the next stages in their learning. Staff respect children's voices and encourage them to lead their own learning. Children are consistently engaged in experiences and have fun in the nursery.

Although children have plenty of opportunities to develop their physical skills and enjoy the fresh air outdoors, staff do not consistently promote their good health. For example, children are not provided with healthy choices at mealtimes and staff do not consider cross contamination risks during planned activities. Despite this, children demonstrate high levels of independence and enjoy the social atmosphere at lunchtime.

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

- The manager understands the importance of providing continuity for children. She ensures key staff consistently work with their key children in order to meet their emotional needs. Babies settle quickly after they arrive, and staff know how to meet their care needs. However, staff are not always deployed effectively, specifically during school drop off and pick up times.
- Children make decisions about their own learning and show staff where they would like to learn. Staff use their knowledge of children's interests and prior skills to challenge and extend their learning. For example, toddlers show excitement to talk about their feelings and begin to understand what they mean. Older children develop this further as staff help them to reflect on how they feel and use paints to express this in colour.
- Staff understand the impact of the pandemic on children's communication and language, and personal social and emotional development. They work hard to provide children with a range of experiences to broaden their knowledge. For example, each room has a pet which children thoroughly enjoy taking care of. Staff help babies to take extra care as they stroke the guinea pigs and babies copy new words, such as wriggle. This has a positive impact on their emotional

well-being and extends their vocabulary.

- Children are not provided with healthy, balanced and nutritious meals each day. For example, at the inspection, children ate processed burgers and potato wedges. The menu contains a high number of processed meals which are high in salt, particularly for children aged between one and three years. In addition, staff do not talk to children about making healthy food choices to build up their awareness. This does not promote children's good health.
- Staff have developed effective partnerships with children and their families. Parents know who their child's key person is and are involved decisions about their learning. For example, staff focus on helping children prepare for the next stages in their learning, such as moving on to the next room in the nursery. They gather information from parents about children's new interests and abilities to help this run smoothly for children. Staff know how to make referrals and seek advice from other professionals if there are concerns about children's development
- Staff do not consider how they will maintain high standards of cleanliness and hygiene during sensory experiences for younger children. For instance, they encourage children to use forks in a floor tray filled with spaghetti to develop their self-help skills. However, children use the same forks and eat spaghetti from around the tray. In addition, young children attempt to drink from other children's empty bottles. This does not promote their good health or prevent cross contamination.
- The leadership team provide effective support to staff and are keen to make continual improvements to the nursery. For example, staff access a range of professional development opportunities and develop their skills to work with children. Staff ask children to share their ideas about how to develop the outdoor area. This promotes a positive culture, where staff and children feel valued. Feedback from parents is very positive. They say the staff help their children to become 'kind little people' and are very happy with the experiences provided.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures staff receive regular training and updates to maintain a thorough knowledge of child protection. Staff understand their responsibilities to keep children safe. For instance, they are aware of the procedures to follow if they have concerns about children and confidently discuss potential signs of abuse. The manager verifies staff's suitability before they start by obtaining Disclosure and Barring Service checks. She provides supervision meetings to discuss their ongoing health and well-being. Staff complete daily checks on resources and areas used by children. They teach children how to keep themselves safe. For example, children enjoy visits from the community police officer and practise fire drills.

What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
improve staffing arrangements to ensure children are always adequately supervised, specifically during school pick up and drop off times	29/06/2023
develop a healthy, balanced menu to ensure children are provided with nutritious meals each day and teach them about the importance of a healthy diet	29/06/2023
improve staff's understanding of how to maintain high standards of hygiene and cleanliness, particularly during sensory play with food, to promote children's good health and prevent cross contamination.	29/06/2023

Setting details

Unique reference number	2655604
Local authority	Redcar and Cleveland
Inspection number	10291138
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	0 to 8
Total number of places	97
Number of children on roll	109
Name of registered person	Forest Friends Childcare Redcar Ltd
Registered person unique reference number	2655602
Telephone number	01642480459
Date of previous inspection	Not applicable

Information about this early years setting

Forest Friends Childcare Redcar LTD registered in 2021 and is situated in the centre of Redcar. It operates from Monday to Friday, 7.30am to 6pm, all year round, apart from one week at Christmas and bank holidays. The nursery employs 21 members of childcare staff. Of these, two have an appropriate early years qualification at level 5, the manager and the remaining staff have relevant level 3 qualifications in early years. The nursery provides funded early education places for two-, three- and four-year-old children. Children with special educational needs and/or disabilities attend.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Two joint observations were completed by the manager and inspector, including different ages of children, indoors and outdoors, during planned and unplanned activities.
- The inspector held a discussion with the manager and senior leadership team in relation to the leadership and management of the nursery. She looked at relevant documentation such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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 2023