

Inspection of IEDUC8 NURSERY

Peterborough Spiritualist Church, Cambridge Avenue, Peterborough PE1 2JA

Inspection date:

3 February 2025

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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children settle well and have formed secure bonds with staff, who are very warm and caring towards them. However, staff do not implement the curriculum effectively enough so that it builds on what children already know or what they need to learn next. Nevertheless, staff provide a welcoming and secure environment, where children show they feel safe. This helps them to develop their confidence. Staff nurture babies well. They comfort babies, holding them close when they are upset or tired, to soothe them.

Children's behaviour is good. Staff explain the rules to children to help them understand why it is important to share. Children are learning to take turns with popular resources. Staff encourage children to manage their personal care. Children competently wash their hands and sit at the table ready for their snack. Staff understand the importance of helping children to be ready for school. Children are gaining some of the key skills that support their future learning.

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

- The new management team has an accurate understanding of the strengths and areas for improvement, and they know what good-quality care and education looks like. They endeavour to provide support and opportunities for staff's professional development. However, the monitoring of staff's practice is not yet robust enough to help them develop the knowledge they need to become skilful practitioners.
- A focused curriculum is in place that builds on children's interests and offers good-quality learning opportunities. However, new staff do not fully understand the intentions for children's learning, which means they are not able to present the information in a way that offers the appropriate level of challenge for children.
- Staff have a sound knowledge of their key children. They gather information from parents about their children when they first start at the nursery. This helps them to tailor the settling-in process according to children's individual needs.
- Staff say they enjoy working at the nursery and feel well supported by the management team. At times, the staffing arrangements mean that staff are not able to spend sufficient time talking to children. Their interactions with children are not sustained long enough to help each child to develop the language they need for thinking.
- Children follow sensible hygiene routines and understand the importance of washing their hands before eating. Some older children manage these tasks independently.
- Babies enjoy moving their bodies and exploring what they can do, which helps them to develop their growing physical skills. Staff support them well as they

begin to investigate. They help young children to understand about sharing and taking turns.

- Staff identify children with special educational needs and/or disabilities promptly and work well with parents to decide how to support the children. This is despite additional funding not being available to provide resources that support children's learning needs.
- Children enjoy singing and dancing to music. They join in enthusiastically to 'Head, shoulders, knees and toes', confidently copying the actions as they sing loudly. Children are creative as they explore sand and make it into 'birthday cakes'. They encourage their friends to join in saying, 'Look. We're making a happy birthday.'
- Children make marks with chalks and are beginning to recognise some shapes and numbers. They discuss the colours of the paints and staff encourage them to think what might happen if they mix the colours together.

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
guide staff to implement the curriculum effectively to support children in continually building on what they already know and can do	30/09/2025
consider the staffing arrangements to ensure that all children get the support they need, and they make consistently good progress.	30/09/2025

To further improve the quality of the early years provision, the provider should:

- continue to improve the monitoring of staff practice to help them develop their knowledge and understanding of how children learn, so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	2677811
Local authority	Peterborough
Inspection number	10370036
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	11
Name of registered person	Ieduc8 Ltd
Registered person unique reference number	2656090
Telephone number	01733 729405
Date of previous inspection	4 March 2024

Information about this early years setting

IEDUC8 NURSERY registered in 2022 and is situated in Peterborough. It employs three members of childcare staff, two of whom hold an appropriate early years qualification at level 3 and one at level 2. The nursery opens Monday to Friday, term time only. Sessions are from 8am to 5pm. The nursery provides funded early education for all eligible children.

Information about this inspection

Inspector
Emma Bright

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector observed activities indoors and assessed the impact these have on children's learning.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and the curriculum are organised.
- The inspector had discussions with staff at appropriate times during the inspection.
- A meeting was held between the inspector, the provider, the manager and an adviser from the local authority.
- The inspector looked at relevant documentation, including the attendance register and evidence of staff's suitability.

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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