

Rothwell Children's Centre Daycare



Cornwell Crescent, Rothwell, Leeds, West Yorkshire, LS26 0RA

Inspection date 21 September 2017
Previous inspection date 25 April 2014

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The deployment of staff, particularly outdoors is ineffective and does not ensure children's safety as they explore and use outdoor equipment.
- The managers do not always ensure that agency staff working in the under two-year-olds' room have the relevant training or experience in working with children under two.
- Managers do not effectively monitor the quality of teaching. Children do not consistently receive a quality learning experience. Although permanent staff are well qualified they do not make the most of their knowledge and understanding of how children learn to ensure children move forward quickly enough in their learning.
- Staff do not consistently gather sufficient information from parents about children's abilities to plan effectively for their individual learning needs. This means that children do not make enough progress from the beginning.

It has the following strengths

- Staff have effective partnerships with other professionals involved in children's care. This helps to ensure that information is shared in a timely manner.

What the setting needs to do to improve further

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

	Due Date
■ ensure that staff are suitably deployed to meet the needs of all children and ensure their safety at all times	21/09/2017
■ ensure that at least half of all other adults looking after children aged under two years have suitable training and qualifications to fulfil the requirements of their role	21/09/2017
■ identify weaknesses in the quality of teaching and support staff to improve their personal effectiveness	21/12/2017
■ improve teaching and ensure that children benefit from good-quality adult guidance and challenging learning experiences	21/12/2017
■ improve partnerships with parents that support children's learning and development from the start.	21/10/2017

Inspection activities

- 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 and learning during activities indoors and outdoors, and assessed the impact this has on children's safety, well-being, and their learning and development.
- The inspector held a meeting with the manager.
- The inspector looked at children's records and a range of other documents, including training certificates, accident records, risk assessments and evidence of suitability checks.
- The inspector spoke to staff, parents and children at appropriate times.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is inadequate

Arrangements for safeguarding are ineffective. Although adult-to-child ratios were met, the poor deployment of staff does not ensure the safety of children when they are outdoors. For example, staff are not near enough when children struggle and get stuck as they walk along tyres and climb over trellising. This puts children at risk of accidental injury. Staff demonstrate a suitable understanding of the possible signs and symptoms that a child's welfare may be at risk. They also know the procedures they must implement should they have concerns about a child. Recent changes to procedures help to ensure all children have returned from the outdoor play area before doors are closed. Since recruitment, the new manager has evaluated the setting and shown a commitment towards improvement. However, this has not had a sufficient impact on improving outcomes for children. For example, teaching and its impact on children's learning has not been thoroughly evaluated. This means there is not enough targeted support for staff to improve their personal effectiveness and the quality of children's learning experiences.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor and does not challenge children to keep them sufficiently engaged. Despite all staff being well-qualified they do not make the most of their skills to facilitate children's learning and help them make progress. Children are observed to mostly initiate their own play. However, staff do not spend enough time helping children to develop their own ideas. The lack of interaction means that children get little opportunity to refine their communication and language skills. They are also not challenged enough in their thinking. There is also a lack of focus on obtaining information from parents about what children can or cannot do on entry, to help prepare them for their first day. This means that children do not move forward quickly enough in their learning from the onset.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised as the manager has not ensured that all safeguarding requirements are met. Although unexpected staff absences are covered by agency staff, managers do not ensure that they are suitable for their role. For example, agency staff in the under two-years-olds' room do not have the required training to work with babies. Consequently, staff do not provide these children with the quality interactions they need and there is limited communication or purposeful play. However, staff do support some aspects of their welfare effectively. Babies are held while being fed and nappies are changed when needed. All children are well behaved in spite of the lack of interaction from staff. Home visits are carried out before children start and this provides the opportunity for children and parents to meet their key person. Children enjoy freshly prepared meals and sit together at lunchtime. Children who have special educational needs have a close bond with their key person who supports their emotional development.

Outcomes for children are inadequate

Children do not make sufficient progress in their learning and development. Their play often lacks purpose because of the lack of stimulation and interaction. Children do not

receive the individual support they need to achieve good progress and to develop the skills they need for their future learning. Toddlers walk around with dummies in their mouths which prevents them from communicating effectively.

Setting details

Unique reference number	512423
Local authority	Leeds
Inspection number	1113631
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	38
Number of children on roll	66
Name of registered person	Leeds City Council
Registered person unique reference number	RP900804
Date of previous inspection	25 April 2014
Telephone number	01132822319

Rothwell Children's Centre Daycare registered 1985. The nursery employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications at level 3 or above. The nursery opens all year except for bank holidays, three days between Christmas and the New Year and five staff training days. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports children who have special education needs and/or disabilities.

This inspection was carried out by Ofsted 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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