

# Davyhulme Nursery

10 Davyhulme Road, Urmston, Manchester, M41 7DS



## Inspection date

25 October 2017

Previous inspection date

9 June 2016

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Inadequate</b> | <b>4</b> |
|---|-------------------------|-------------------|----------|
|   | 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 manager does not ensure that all staff have a secure understanding of current safeguarding issues to protect children, particularly if children and families were to become exposed to extreme views or radicalisation.
- Children's safety and welfare are significantly compromised. Staff do not use risk assessments to identify or minimise risks. Additionally, the cleanliness of the nursery is poor, particularly in relation to the room for two-year-old children.
- The planning for children's learning is not effective. Staff do not offer suitable levels of challenge for children during activities. Gaps in children's learning are not acted upon swiftly enough to focus on areas that children need help. Not all children make good progress.
- The environment is not welcoming or stimulating and resources are limited inside and outdoors. This has a negative impact on children's learning experiences and behaviour. Furthermore, staff do not help children to learn about acceptable behaviour.
- Systems to supervise and monitor staff practice are not effective and not specifically focused on raising the quality of teaching.
- Self-evaluation is weak. It is not used to identify breaches in the requirements and target areas that require immediate improvement.

### It has the following strengths

- Children have formed good attachments with staff. Staff change children's nappies at regular intervals and ensure that all children have access to drinking water.

## 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:

|  | <b>Due Date</b> |
|--|-----------------|
| <ul style="list-style-type: none"> <li>■ improve staff knowledge and understanding of the 'Prevent' duty guidance for England and Wales 2015 to ensure concerns about extremism are dealt with in an appropriate manner</li> </ul> | 17/11/2017      |
| <ul style="list-style-type: none"> <li>■ ensure that all risks to children are identified and minimised, in particular relation to the room for two-year-old children</li> </ul>   | 17/11/2017      |
| <ul style="list-style-type: none"> <li>■ ensure that the premises are clean, in particular the bathrooms in the room for two-year-old children</li> </ul>  | 17/11/2017      |
| <ul style="list-style-type: none"> <li>■ use the information from children's observations and assessments to plan suitably challenging experiences for all children to help them to make good progress</li> </ul>                  | 17/11/2017      |
| <ul style="list-style-type: none"> <li>■ ensure that staff manage children's behaviour appropriately and teach children about acceptable behaviour</li> </ul>  | 17/11/2017      |
| <ul style="list-style-type: none"> <li>■ improve the environment and children's access to resources to help children to lead and engage in purposeful play</li> </ul>  | 17/11/2017      |
| <ul style="list-style-type: none"> <li>■ improve staff's teaching skills and practice through effective training, support and coaching to promptly identify and address weaknesses in practice.</li> </ul>                         | 17/11/2017      |

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

- implement an effective self-evaluation process to identify and target key weaknesses and areas for improvement to raise the quality of the nursery.

## Inspection activities

- This inspection was carried out as part of a risk assessment process, following information received by Ofsted.
- The inspector observed the quality of teaching during activities inside and outdoors. She assessed the impact this has on children's learning.
- The inspector held a meeting with the nursery manager and the nursery manager from another setting within the nursery group and held a telephone conversation with the registered person. She discussed the nursery self-evaluation and viewed a range of documentation, including a sample of policies and procedures. She viewed evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke to parents and took account of their views.

## Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The provider does not monitor the quality of the nursery and has failed to maintain the good outcome achieved at the last inspection. Although staff access training, this is ineffective. For example, staff have accessed safeguarding training but their knowledge and understanding of the 'Prevent' duty guidance for England and Wales 2015 is poor. There are several risks to children's safety. For example, in the room for two-year-old children, children play in an area where there is a large sharp screw and a number of broken staples sticking out of a surface. Cleanliness is poor. For example, children's toilets and sinks in the room for two-year-old children are extremely dirty, as is the paintwork around the nursery. This puts children's health at risk. Additionally, food is not cleaned from floors before placing babies down and babies are observed eating cereal from the unclean floor. Despite this, overall, staff provide suitable levels of supervision, staff-to-child ratios are maintained and staff are deployed in relation to their qualifications. The majority of staff hold a paediatric first-aid qualification. Accidents are recorded with sufficient detail and are shared with parents. The manager understands when to notify Ofsted about significant events. Recruitment procedures are robust, for example, the manager completes suitability checks on staff.

### Quality of teaching, learning and assessment is inadequate

Resources are sparse and the majority are not fit for purpose. For example, in the room for two-year-old children books are torn, jigsaws have missing pieces and foam bricks are crumbling. Outside, pedals are missing from bicycles that children regularly use. Children attempt to use them and become frustrated and give up. This has a negative impact on their physical development. Despite the well-qualified staff, the quality of teaching is poor. Staff provide some activities for children, however, these are not adapted for different abilities. Children become bored and are easily distracted. For example, children age two and three years are provided with paint, paper and dinosaurs. Staff watch as children paint their hands and print the paint on the floor. Staff make some attempt to stop them but are not successful in engaging them in purposeful play. Staff complete observations of children's learning, however, this information is not used to focus on what children need to learn next. The manager does have systems to monitor staff practice and children's learning. However, these are not effective. For example, the manager is unaware that the required progress checks for children aged between two and three years are completed to a poor standard and she does not monitor individual children's learning effectively.

### Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management impact negatively on children's safety and welfare. Children's behaviour deteriorates when they are not being stimulated. Older children show little respect for the environment and each other. They climb into sand trays, repeatedly kick over towers and take toys off others. Staff do not give them clear expectations or talk to them about the consequences of their actions. Despite this, children are provided with healthy foods which are hygienically prepared. Staff share information about children's care routines and parents speak highly of staff.

### **Outcomes for children are inadequate**

Children do not make good progress in their learning. Children lack concentration and motivation. Poor teaching impacts on children's ability to engage well during activities and their attention is poor in relation to their age. Children are not developing the key skills they will need for school and are not well prepared for their next stage in learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY487786  |
| <b>Local authority</b>                           | Trafford  |
| <b>Inspection number</b>                         | 1115891   |
| <b>Type of provision</b>                         | Full-time provision   |
| <b>Day care type</b>                             | Childcare - Non-Domestic  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 5   |
| <b>Total number of places</b>                    | 49  |
| <b>Number of children on roll</b>                | 35  |
| <b>Name of registered person</b>                 | Davyhulme Nursery Limited   |
| <b>Registered person unique reference number</b> | RP534482  |
| <b>Date of previous inspection</b>               | 9 June 2016   |
| <b>Telephone number</b>                          | 0161 7467389  |

Davyhulme Nursery re-registered in 2015. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, except over the Christmas period and bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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