

# Playmates Day Nursery

YMCA Hall, 104 Station Road, Yate, Bristol, BS37 8QX



## Inspection date

20 September 2017

Previous inspection date

28 May 2015

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 provider does not meet all requirements of the Early Years Register and the Childcare Register. The provider and staff do not manage children's behaviour appropriately. They do not support children to understand the consequences of their actions on others. This puts children at risk of being hurt.
- The provider fails to understand how to safeguard children adequately. She does not check whether staff live in the same household as a person who is disqualified. She gives little regard to children's unexplained absences and does not address the poor behaviour of staff towards children. These weaknesses place children at significant risk.
- The provider does not monitor staff performance effectively, to drive improvements and address specific training needs. Staff interaction with children is extremely poor. Some staff show an extremely poor attitude towards children. They do not treat them with the care, attention and patience that they require. This is detrimental to children's emotional needs.
- The provider and staff do not use information from assessments to improve children's progress in their learning. They fail to recognise how to extend and challenge children's development, and any learning that takes place is incidental. Children do not make the progress of which they are capable.
- The provider and staff do not teach children the importance of adopting healthy lifestyles. Children are not provided with meals that are nutritionally balanced.

### It has the following strengths

- Children have daily opportunities for fresh air and exercise, supporting some physical development.

## What the setting needs to do to improve further

### The provision is inadequate and Ofsted intends to take enforcement action

We will issue a Welfare Requirements Notice requiring the provider to:

	Due Date
■ take immediate action to ensure all staff have the necessary skills to manage children's behaviour appropriately, and help children understand the consequences of their actions on others	21/10/2017
■ ensure all staff develop their understanding of the need to challenge other staff members' inappropriate comments, behaviour and practice, which could adversely affect a child's welfare	21/10/2017
■ take immediate action to ensure staff are aware that they are expected to disclose any significant event that is likely to affect their suitability, including disqualification by association, to ensure they remain suitable to work with children	21/10/2017
■ ensure staff are alert to any issue for concern in a child's life, this includes understanding the procedures and action to take when children are absent from nursery	21/10/2017
■ implement regular staff appraisals, coaching and supervision to review the quality of teaching, identify training needs, and ensure all staff have the skills and knowledge to fulfil the requirements of their role	21/11/2017
■ ensure that children are consistently provided with meals, snacks and drinks that are healthy, balanced and nutritious.	21/10/2017

### To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve staff's interactions with children to ensure children are offered quality learning experiences that help them make good progress	21/10/2017
■ use information gained from assessments effectively to ensure that children receive appropriate levels of challenge across all areas of learning, including those children who are at risk of falling behind or where their progress is less than typical.	21/11/2017

## **Inspection activities**

- Two inspectors undertook this inspection. They both observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors sampled a range of documents, including children's information, accident and incident records, safeguarding and suitability procedures, qualifications and training certificates, self-evaluation, attendance registers and a selection of policies and procedures.
- The inspectors spoke with members of staff and children at appropriate times during the inspection and held meetings with the provider.
- The inspectors took into account the views of parents spoken to on the day of inspection.

## **Inspector**

Julie Swann & Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The provider demonstrates an insufficient understanding of her legal role and responsibility to ensure children's safety. She does not carry out appropriate checks to ensure the ongoing suitability of all staff. She has failed to ensure that individual staff are not disqualified by the fact that they live with someone deemed unsuitable to work with children. She does not follow her own procedures for following up children's unexplained absences. This places children at serious risk. The provider is not effective in her role and does not help staff understand theirs. For example, she gives inadequate attention to the underperformance of staff and they do not receive the coaching and supervision they need. This has a significant impact on children's outcomes. The provider fails to monitor and track all children's progress. She does not identify areas where children are at risk of falling behind or help them catch up. Most staff are qualified. However, they do not access professional development opportunities and so fail to identify and improve significant weaknesses in teaching. The provider and staff have an adequate understanding of the procedure to follow should they have any concerns about a child's welfare, although this is not always followed appropriately. They have developed links with parents and external agencies to support some continuity in care. The provider's improvement plans do not focus on areas that need urgent attention. Although previous recommendations have been met, overall practice has declined significantly.

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

Staff's observations and assessments of children's progress are weak. They do not ensure children have suitable levels of challenge and make the progress they should. When staff do interact with children, the quality of support children receive is extremely limited. For example, during group time, children were keen to show staff 'keys' that they had brought from home. However, staff called them, 'fibbers', and abruptly told them that the 'keys' belonged to the nursery. Staff do not support children to communicate their thoughts, feelings and ideas. For example, when children discussed that they would like to paint, the staff member immediately replied, 'Well, you better make sure the paint stays in the lines this time' and 'Since when do you talk when I am talking first?'. Staff do not support children's early interest in reading. For example, when staff read a book aloud, children told them they could not see. However, the staff member abruptly replied that they had, 'ruined the story'. Staff then told the children to leave the room immediately and join another group. Staff have a derogatory manner and they significantly underestimate what children know and can do. For example, when children made windmills with interlocking blocks, staff responded 'Don't quit your day job'. Children often just walk away. They wander aimlessly and quickly lose interest. The inadequate teaching results in poor learning.

### Personal development, behaviour and welfare are inadequate

Staff fail to provide children with a nurturing environment to meet their individual needs. They have low expectations of children, and some staff practice is inappropriate. For example, on the day of inspection, some staff sighed loudly and rolled their eyes when children spoke to them. Staff talk to children in an unsuitable manner and tone, raise their

voices and refer to them as, 'that over there'. Staff pull chairs away from tables roughly while children are sitting on them. The provider hears and sees this but fails to challenge inappropriate comments and practice. This means that inadequate teaching continues and children's emotional well-being is significantly compromised. Staff are unclear about their roles within behaviour management and do not deal with children's negative behaviour. For example, staff often just shouted, 'Stop it now' and 'I have told you to pack it in', to stop any unwanted behaviour. They did not explain to children why this behaviour is unacceptable. Staff ignore regular disagreements between the children. They told the inspectors that children argue, hit, kick, and push each other over because they, 'know each other outside of the setting'. This lack of behaviour management significantly hinders children's safety. Staff do not comfort children when they have an accident. For example, when a child fell from a chair backwards and banged their head, the provider simply told the child to, 'get up because all that is hurt is your pride'. Staff do not teach children how to have healthy lifestyles. For example, during lunchtime, some children placed half of a large bottle of ketchup directly on their meal. Staff laughed and asked the children, 'Would you like dinner with your ketchup?' This does not support children's good health or help them learn about eating a balanced diet.

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

Children make insufficient progress in developing the essential skills needed for their next stage of learning, or in preparation for starting school. They do not receive sufficient challenge or support and move from one activity to another, showing limited motivation in their learning. Children are offered some opportunities to become independent and to manage risk. For example, outdoors they enjoy climbing and swinging on low branches. Children use technology competently and discuss their achievements on the computer with their friends. However, the provider fails to recognise and rectify inadequate practices from some members of her staff team. This means children's safety and well-being are at significant risk and the progress in their learning is poor.

## Setting details

<b>Unique reference number</b>	136057
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1089534
<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 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Susan Lilian Harrison
<b>Registered person unique reference number</b>	RP511965
<b>Date of previous inspection</b>	28 May 2015
<b>Telephone number</b>	01454 320 928

Playmates Day Nursery registered in 2001. It is located in Yate, Bristol. The nursery is open Monday to Friday from 8am to 4pm, all year round. A team of six staff works with the children and, of these, five hold appropriate early years qualifications at level 3. The provider receives funding to provide free early education for children aged two, three and four years.

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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