

Tillymints Day Care

The Parks Children Centre, Courtway Road, Hull, HU6 9TA



Inspection date

20 March 2018

Previous inspection date

9 January 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 provider does not ensure that those staff who are designated to take the lead responsibility for safeguarding have a secure understanding of their roles, and does not ensure that any concerns about a child's welfare or allegations made against staff are reported to the relevant authorities. This significantly compromises children's safety.
- Staff do not manage children's behaviour well. Children often become frustrated and some demonstrate challenging behaviours. Staff do not support children adequately at times of change and this has a negative effect on children's self-esteem.
- Performance management systems are not effective. Leaders do not effectively evaluate the provision or address significant weaknesses in teaching. Staff do not provide appropriately challenging activities and children become bored and frustrated.
- Leaders and staff do not monitor children's progress well. They do not make accurate assessments of children's learning or identify what children need to learn next. Gaps in children's learning are too wide and have not been addressed. Not all children are working within the range of development for their ages.
- Staff do not support children to develop good communication skills, particularly those who speak English as an additional language.
- Partnerships with parents are not effective. Strategies to engage all parents in their children's learning are weak, which does not promote a continued approach to learning.

It has the following strengths

- Children are provided with healthy food options at mealtimes.

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 |
|--|------------|
| ■ ensure that those staff, including those staff who are designated to take the lead responsibility for safeguarding, have a secure understanding of their roles and the reporting procedures to follow should any concerns be raised about a child's welfare or if any allegations are made against a member of staff | 09/04/2018 |
| ■ ensure that any concerns about children's welfare or any allegations against members of staff are referred to the relevant authorities in a timely manner, following Local Safeguarding Children's Board procedures | 09/04/2018 |
| ■ implement effective behaviour management strategies, including providing support for children to manage transitions within the nursery more effectively | 09/04/2018 |
| ■ implement effective supervision and performance management procedures to quickly identify and address weaknesses in staff practice and improve the quality of teaching | 09/04/2018 |
| ■ provide more information to parents so that they are fully informed of how they can support children's learning at home, support behaviour management strategies and support children when there are changes to care routines. | 09/04/2018 |

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

| | Due Date |
|--|------------|
| ■ review children's progress accurately and address gaps in learning promptly to help children catch up quickly | 09/04/2018 |
| ■ improve the support for children to enhance their communication skills and provide opportunities for children to develop and use their home language during play | 09/04/2018 |
| ■ develop effective partnerships with parents and provide relevant information and support to help parents to continue their children's learning at home | 09/04/2018 |
| ■ improve the quality of staff's interactions with children and provide challenging and enjoyable activities that help all children to make good progress. | 09/04/2018 |

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with the nursery manager at convenient times. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Emma Allison

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. Although staff are aware of the potential indicators of harm and neglect, the provider does not ensure that those with the lead responsibility for safeguarding understand the need to notify the relevant agencies of allegations made against staff members. In addition, the provider does not ensure that local safeguarding procedures are followed to refer concerns about children's welfare. This places children at significant risk of harm. Partnerships with parents are poor. Parents do not feel well informed about what their children are learning or how they are progressing. They comment that they do not have enough opportunities to support their children's learning at home. The manager has not implemented effective performance management systems. Supervision arrangements are poor, particularly for staff based in a separate unit working with younger children. The manager has not identified significant weaknesses in teaching across the nursery. Despite staff attending training, they do not provide challenging activities based on what children need to learn next. The manager does not monitor children's progress and gaps in their learning are too wide. The manager has not identified key issues within the setting and strategies to capture the views of others, including parents, are ineffective.

Quality of teaching, learning and assessment is inadequate

Although staff are well qualified, they make inaccurate assessments of children's learning. Staff do not provide opportunities for children to develop and use their home language during play. Interaction from staff is minimal and they have not considered ways to promote children's communication skills, particularly for those children who speak English as an additional language. Staff do not engage children in purposeful play. They do not provide children with activities that are challenging or sustain their interest. Staff do not organise large-group activities well to support children's learning. For example, during baking activities, children use limited resources between one another and are left waiting too long.

Personal development, behaviour and welfare are inadequate

Due to significant weaknesses in leadership, children's safety is compromised. Children's behaviour is not well managed. Staff either ignore or do not effectively address challenging behaviours, or do not put into place consistent strategies to manage these. They do not successfully promote children's emotional well-being. For example, transition arrangements between nursery rooms are too disruptive and are not managed well. Children receive insufficient support when their care is transferred to and from the separate unit for children aged two to three years. Children and parents become unsettled due to poor communication. Children have opportunities to be physically active and follow suitable hygiene routines.

Outcomes for children are inadequate

Children are not supported to make good progress in their learning or to achieve the expectations for their age range. Children's interests are not catered for and they are not motivated to learn. For example, young children are restricted in high chairs during craft

activities. Children are not provided with enough resources to make independent choices in their play, particularly when outdoors. They are not supported to develop good social skills or learn how to manage their feelings and behaviour. Children are not provided with the key skills needed for future learning and their eventual move on to school.

Setting details

| | |
|--|---|
| Unique reference number | EY381603 |
| Local authority | Kingston upon Hull |
| Inspection number | 1088066 |
| 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 - 9 |
| Total number of places | 62 |
| Number of children on roll | 63 |
| Name of registered person | Susan Fellows |
| Registered person unique reference number | RP514754 |
| Date of previous inspection | 9 January 2014 |
| Telephone number | 01482850271 |

Tillymints Day Care registered in 2008 and operates from the Parks Children Centre in Hull. The nursery employs 14 members of staff, who all hold appropriate early years qualifications. The nursery operates Monday to Friday, from 7.30am to 6pm all year round. 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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