

# Goulton Grange Day Nursery

Goulton Grange Farm, Potto, Northallerton, North Yorkshire DL6 3HP



<b>Inspection date</b>	19 November 2018
Previous inspection date	8 December 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 leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision is inadequate

- Leaders and staff do not have a good understanding of the signs and symptoms of abuse or what to do if they have a concern about a child's welfare.
- Safeguarding procedures are not in line with guidance from the Local Safeguarding Children's Board. Leaders are not clear about the action to take if an allegation is made against a member of staff.
- Staff-to-child ratio requirements are not consistently met in all rooms at all times of the day. Consequently, the quality of children's care and learning is compromised. Teaching is variable because staff do not have the capacity to provide consistently good learning opportunities.
- The provider does not fully understand the qualification requirements for staff working with children. Staff working with babies do not meet minimum legal requirements.
- The provider has not reported a change to her circumstances within the required time frame.
- There is a lack of rigorous self-evaluation. The provider has failed to identify significant weaknesses in practice. Leaders have not addressed recommendations raised at the last inspection. Weaknesses remain in the arrangements for staff's professional development and in promoting children's independence.

### It has the following strengths

- Parents are happy with the care their children receive. They commend staff for being flexible and approachable, and say their children enjoy attending. Staff discuss children's development with them.
- Many children achieve well, despite weaknesses in overall teaching.

## 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
improve the manager's and staff's knowledge of safeguarding legislation and child protection issues, and ensure that this knowledge is maintained	17/12/2018
ensure that an up-to-date safeguarding policy is implemented in line with safeguarding legislation and local authority guidance	17/12/2018
ensure that procedures to be followed in the event of an allegation against a member of staff are in line with relevant legislation and guidance, and are understood by all leaders and staff	17/12/2018
ensure that the requirements for staff-to-child ratios, including qualification requirements, are met at all times, assuring children's safety and a good level of support for their learning and development.	17/12/2018

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

- develop self-evaluation to look more closely at practice, identify weaknesses and make plans to raise standards of care and learning to consistently good levels
- teach children more consistently to manage their own personal needs and help them to develop good levels of independence in preparation for the next stage of their learning
- improve the arrangements to support staff and encourage their ongoing professional development.

### Inspection activities

- The inspector had a tour of the premises.
- The inspector observed routines and activities in the nursery. She observed staff teaching and assessed its impact on children's learning and development.
- The inspector observed and evaluated an activity alongside the deputy manager.
- The inspector held a meeting with the provider, who is also the manager, and the deputy manager to discuss leadership issues. She looked at a range of documents, including evidence of the suitability checks carried out on staff and records of attendance for staff and children.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

**Inspector**  
Clare Wilkins

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Leaders and staff do not have good enough knowledge of how to identify children who may be at risk from harm or how to respond appropriately. Although some training has been undertaken, this has not helped to ensure leaders have up-to-date knowledge of safeguarding procedures. They do not understand the procedures to follow if an allegation is made against a member of staff. Some documents that are intended to inform staff do not help to support good practice. For example, the provider does not keep all policies and procedures up to date, including the safeguarding policy. The provider has failed to ensure that there are consistently sufficient staff, with the appropriate qualifications, to care for children. This has a significant impact on children's welfare. For example, staff are not able to follow procedures that are intended to keep children safe, such as regular checks on babies while they sleep. This also has an adverse effect on staff's ability to support children's learning and development. Staff do not have sufficient time and opportunities to observe children and support them to help them to build on their current skills. Leaders have a general overview of children's progress and achievements. They provide some support to staff during individual and group meetings. However, staff are not supported in their ongoing professional development to build on their knowledge and skills.

### Quality of teaching, learning and assessment requires improvement

The failure to meet staff-to-child ratio requirements means that those staff who are present struggle to provide consistently good support for children's learning and development. Activities and interactions are frequently disrupted when staff need to attend to other duties, such as personal care routines. However, at times when staff ratios are met, staff show a generally good understanding of how children learn and make good efforts to help them to make progress. For example, they encourage children to develop creative skills as they paint trees using their fingers. They read to children and encourage them to join in with songs, which helps them to develop skills in communication and literacy. Older children show confidence in their learning when playing in the 'big room'. They build towers with bricks and count them alongside staff, which helps to promote their learning in mathematics. Toddlers push and ride wheeled toys, which helps to develop their physical strength and coordination.

### Personal development, behaviour and welfare are inadequate

Children's welfare is significantly compromised by the weaknesses in safeguarding practice. The environment and organisation within the nursery do not consistently promote children's development and welfare to good levels. For example, babies and children are grouped together for much of their day in the 'baby room' with too few staff, to allow other staff to complete tasks such as preparing lunch. Furthermore, this room is not appropriately organised or equipped to meet the learning needs of older children. They become bored and distracted because they do not receive sufficient stimulation or interaction from staff. Staff do not promote children's independence well enough. For example, they feed three-year-old children with a spoon during lunch and settle them in pushchairs to sleep. This does not help children to develop skills that help to prepare them for the next stage in their learning. The key-person system is undergoing review

due to recent staff changes. However, staff have enough knowledge about children to meet their care needs appropriately. They have a warm, nurturing demeanour that helps to promote children's sense of security and emotional well-being.

### **Outcomes for children require improvement**

Children are not supported well enough to make the progress they are capable of because of weaknesses in teaching during many parts of the day. Lack of interaction from staff during busier times means older children do not benefit enough from the good teaching that staff are capable of. Most children make good progress in their learning, despite the weaknesses in teaching. However, some children do not reach the levels of development expected for their age. Staff are generally aware of the gaps in children's learning and are considering ways to help them to catch up. Children do not demonstrate consistently high levels of motivation to learn and sometimes give up easily. This does not help to prepare them well for the challenges of later learning in school.

## Setting details

<b>Unique reference number</b>	EY291063
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10084433
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	40
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Cornforth, Marian Joan
<b>Registered person unique reference number</b>	RP511346
<b>Date of previous inspection</b>	8 December 2016
<b>Telephone number</b>	01642 700406

Goulton Grange Day Nursery registered in 2004 and is located in Northallerton, North Yorkshire. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and one at level 6. Opening hours are from 7am to 6pm on Monday to Friday, for 48 weeks of the year. The nursery closes on bank holidays.

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