

Earlyworld Nursery

Earlyworld Stafford Court, Stafford Court, Stafford Park, Telford,
Shropshire TF3 3BD



Inspection date	21 January 2019
Previous inspection date	6 February 2017

The quality and standards of the early years provision	This inspection:	Inadequate	4
	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 have failed to create a positive safeguarding culture. The provider's knowledge of safeguarding practice and procedures is extremely poor. Not all staff have a sound understanding of safeguarding. This significantly compromises children's safety and welfare.
- Leaders do not always follow the safeguarding policy and report concerns about allegations to the relevant agencies in a timely manner. Staff do not always identify and respond to possible concerns about children's welfare. This puts children at significant risk of harm.
- Effective arrangements are not in place to prevent unauthorised persons entering the premises.
- Staffing arrangements are not effective. Leaders do not ensure that there is always a suitably qualified manager or deputy present. The provider does not implement robust recruitment and vetting procedures to help ensure the suitability of all staff.
- Hygiene practice is poor. Leaders do not ensure that staff follow good hygiene practices to meet the personal care needs of children and to help prevent cross-infection.
- The quality of teaching is too variable. Staff supervision is not rigorous enough in identifying and addressing training needs and inconsistencies in teaching practice. Staff do not receive effective professional support.
- Observation and assessment systems are not used effectively enough to plan challenging activities that are closely linked to children's next steps in learning. As a result, children do not make consistently good progress.

It has the following strengths

- Staff have established sound partnerships with parents. They share some useful information to help provide some continuity of care for children. Parents comment that their children enjoy attending.

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 the provider and all staff, including those with lead responsibility for safeguarding, gain a secure knowledge and understanding of safeguarding and the child protection policy and procedures	19/02/2019
ensure that managers and staff gain an understanding of how to recognise possible child protection concerns at the earliest opportunity and report any issues in a timely and appropriate way to promote children's welfare	19/02/2019
implement effective steps to prevent unauthorised persons entering the premises	19/02/2019
ensure that there is a suitable named deputy to take charge in the manager's absence	19/02/2019
ensure that managers follow robust recruitment practices, including obtaining Disclosure and Barring Service checks for all staff, including those who have a break in service	19/02/2019
implement robust hygiene practices and procedures to ensure that staff promote the good health and hygiene needs of all children	19/02/2019
monitor teaching practices effectively and provide support, coaching and training for all staff to ensure they have the appropriate skills, knowledge and understanding to deliver quality learning experiences to children through effective teaching methods.	19/02/2019

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

	Due date
use information gained from assessment to plan challenging and interesting experiences that enable children to make at least good progress.	05/03/2019

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspectors spoke with staff and children during the inspection.
- One of the inspectors completed a joint observation with the nursery manager.
- The inspectors held meetings with the provider, nursery manager and deputy manager. They looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspectors spoke to parents during the inspection and took account of their views.

Inspectors

Trisha Turney

Rebecca Johnson

Inspection findings

Effectiveness of leadership and management is inadequate

Leaders fail to identify significant weaknesses in the provision. Safeguarding is not effective. Leaders do not implement effective procedures to help keep children safe. They do not always follow the setting's safeguarding policy and procedures regarding allegations appropriately. Leaders and staff do not monitor children's welfare sufficiently and fail to take action to reduce the risk of harm. This relates to an incident when the provider has not informed relevant agencies of allegations in a timely manner. Leaders and staff do not have a secure understanding of safeguarding and child protection. Not all staff are aware of the different types, signs and symptoms of abuse. This means that possible indicators of abuse are ignored as they are not shared with the manager and deputy, who have lead responsibility for safeguarding. Leaders do not provide children with a secure and safe environment as unauthorised individuals can gain access to children. Recruitment and vetting procedures are not robust. For example, the provider does not obtain new Disclosure and Barring Service checks for staff who have a break in their employment with them. There is not always a named deputy available to take charge in the manager's absence. Although the provider monitors the quality of teaching and children's learning, this is not effective enough. Systems for monitoring staff performance and promoting their ongoing professional development are not strong enough to help them deliver consistent, good-quality learning experiences for children.

Quality of teaching, learning and assessment requires improvement

Although most staff are qualified, they do not have a robust understanding of how to support children's learning effectively. Staff regularly observe and assess children's progress in learning. However, teaching does not focus enough on children's individual next steps in learning. Activities and play experiences, overall, lack quality interactions and challenge. Some suitable teaching strategies are used. For example, staff help older children to write their names and to talk about how they are feeling. Staff help children to develop their imagination. For example, children enjoy playing with dolls and engaging in role play. They say that a member of staff is very poorly so they wrap bandages around her and pretend to give her medicine to make her better. Staff foster children's literacy skills appropriately. They share books and stories with children. Children benefit from regular opportunities to get fresh air and exercise outside. Staff promote children's physical skills and dexterity well. For example, children enjoy playing parachute games and making marks with pencils.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management mean that children's welfare and safety are at risk. Children do not receive consistently good teaching to help them learn to manage their hygiene effectively. For instance, children are not always encouraged to wash their hands after toileting. Staff do not follow sound hygienic practices to help promote children's good health and prevent cross-infection. For example, staff change several children's nappies without following any hygiene routines, such as washing their hands, between changes. Children attend settling-in sessions when they first attend the nursery. This helps children to feel emotionally secure. Staff support children to develop sound social skills. For example, children behave well and play cooperatively alongside

their friends.

Outcomes for children require improvement

Children are not making the progress that they are capable of because staff do not plan well enough for their learning. Staff help the youngest children to develop appropriately. Babies are curious and are beginning to sit and crawl with confidence. Toddlers learn new words and are beginning to engage eagerly in conversation. Older children count during games and begin to recognise the sounds of letters. Children are gaining the basic skills to help prepare them for the next stage of their learning, including their eventual move to school.

Setting details

Unique reference number	208194
Local authority	Telford & Wrekin
Inspection number	10092346
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	130
Number of children on roll	122
Name of registered person	Earlyworld Limited
Registered person unique reference number	RP520252
Date of previous inspection	6 February 2017
Telephone number	01952 292900

Earlyworld Nursery registered in 1999. The nursery employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 and level 3, one holds a qualification at level 4 and one holds early years professional status and BA (Hons) Early Years Management. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am 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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