

Day Nursery & Afterschool Club

41 Wilbury Way, Hitchin SG4 0TW



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| Inspection date | 22 March 2019 |
| Previous inspection date | 30 October 2018 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Inadequate | 4 |
| Effectiveness of 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

- Leadership and management are weak and disorganised. The provider has failed to address all actions set at the previous inspection. This has a negative impact on the welfare, safety and learning of children.
- The provider has failed to take prompt action to ensure all staff are suitable to work with children. This compromises children's safety.
- Supervision remains ineffective. Staff are not supported well enough in their roles. They are not equipped to manage children's challenging behaviour or improve teaching so that children can make good progress in their learning.
- Older children display unacceptable, unsafe behaviour that is poorly managed. They are not supported to understand right from wrong and they are very unkind to each other. Staff fail to challenge these actions and, as a result, children do not gain an understanding of appropriate ways to behave.
- Staff do not have appropriate knowledge of children's abilities. They do not offer activities and experiences that motivate children or extend their learning. Staff fail to complete the required progress check for children between the ages of two and three years. This means children make limited progress.
- Staff do not recognise when children are falling behind in their development or have additional needs. Furthermore, where this has been identified, they fail to take swift enough action to help children catch up or access appropriate support. As a result, the gaps in children's learning continue to grow.

It has the following strengths

- Arrangements to support the care and learning for babies are good. Staff in the baby rooms know the young children well. They sensitively support them to settle in. Consequently, babies explore the resources with confidence.

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 |
|--|------------|
| obtain an enhanced Disclosure and Barring Service (DBS) check for all staff working directly with children in a timely manner | 18/04/2019 |
| ensure people whose suitability has not been checked, including through a Disclosure and Barring Service check, do not have unsupervised contact with children being cared for | 18/04/2019 |
| implement effective supervision arrangements and coaching for staff, to enable them to fulfil their roles and provide good-quality teaching | 18/04/2019 |
| ensure staff are supported to manage children's behaviour in an appropriate way | 18/04/2019 |
| implement effective strategies to support children with special educational needs and/or disabilities (SEND), so that they make progress in their learning | 18/04/2019 |
| maintain an accurate daily record of the times of children's attendance. | 18/04/2019 |

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

| | Due date |
|--|------------|
| complete the progress check for children between the ages of two and three years, ensuring that parents are provided with a written summary of their child's progress in the prime areas of learning and development | 17/05/2019 |
| assess the individual needs, interests and stage of development of each child and incorporate children's individual next steps in learning into activities and experiences | 17/05/2019 |
| use information about children's development to plan appropriate, challenging and enjoyable experiences, with particular focus on the pre-school children. | 17/05/2019 |

Inspection activities

- The inspectors observed general play and routines in the play rooms and the garden of the nursery. They talked with the staff and children at appropriate times throughout the inspection.
- The inspectors looked at evidence of the suitability of staff members and a range of other documentation. First-aid and safeguarding training certificates were viewed.
- The inspectors held joint discussions with the manager and deputy manager in relation to observations of the children's play, learning and progress.
- The inspectors reviewed the nursery action plan with the manager.
- The inspectors spoke to a small number of parents and took their views into account.

Inspectors

Elke Rockey

Jo Rowley

Inspection findings

Effectiveness of leadership and management is inadequate

This is the nursery's second inadequate judgement in succession. It is the third time that enforcement notices have been issued to the provider for their failure to meet the requirements of the early years foundation stage. The provider cannot demonstrate that they are able to continue to meet requirements. This means that children are not provided with the quality of provision they are entitled to. Safeguarding is not effective. The provider has failed to ensure the required Disclosure and Barring Service check has been completed on all staff in a timely manner. Furthermore, despite unvetted staff knowing they are not allowed to be alone with children, they sometimes escort children around the nursery unsupervised. The registers for children are not completed when they arrive and leave. This undermines the safety and welfare of children in an emergency. Staff supervision meetings remain ineffective. This is despite receiving previous recommendations and enforcement action from Ofsted. Additionally, the provider does not support the leadership team to make effective and sustainable improvements in the nursery. Staff work together with other professionals to support very young children who have complex needs. However, the support for children with (SEND) is not monitored effectively. For example, older children, whose needs are at the early stages of identification, do not receive adequate support required for them to make good progress from their starting points. Limited improvements have been made since the last inspection. The premises and resources are safe for children to use. Staff have suitable child protection knowledge and can identify the signs and symptoms of possible abuse. They are clear about the procedures to report any concerns about staff or children, including children who may be at risk of radicalisation. Parents say they have seen positive changes since the last inspection.

Quality of teaching, learning and assessment is inadequate

The standards of teaching and learning for older children have deteriorated since the last inspection. Disruptive behaviour means that there are limited learning opportunities for children throughout the day. Staff do not have a secure understanding of the age group they are planning for. Activities and experiences do not promote or support children's individual learning. For example, resources in the garden are limited and do not interest the large groups of children who play outside. Assessment of children's learning fails to reflect their true abilities to extend their development. The required progress check for children between the ages of two and three years has not been carried out on some children or shared with parents. This means opportunities to close gaps in children's learning are missed. Staff speak calmly and gently in the baby rooms, to help children feel safe and welcomed. Babies have opportunity to explore messy activities using their whole bodies. Staff read to toddlers, helping them to become interested in books.

Personal development, behaviour and welfare are inadequate

The provider's poor practice places children's welfare and safety at risk. There are breaches in the legal requirements which have a negative impact on children's safety. Staff do not implement the behaviour management policy and ignore the disruptive behaviour. In the garden, staff supervise children rather than engaging with them to encourage meaningful play. As a result, children run around with little purpose. Staff help

children to learn some personal care skills. Young children learn to wash their hands before eating and older children can put on their coats independently. Children enjoy fresh cooked and nutritious meals to support their health. Staff adequately manage children's dietary needs, such as allergies.

Outcomes for children are inadequate

Children have made poor progress since the last inspection and gaps in their learning have not been addressed. Consequently, they do not develop essential social skills needed for future learning and they are not prepared for their move to school. Children develop some physical skills, such as learning to walk.

Setting details

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| Unique reference number | EY540771 |
| Local authority | Hertfordshire |
| Inspection number | 10085168 |
| 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 - 10 |
| Total number of places | 180 |
| Number of children on roll | 163 |
| Name of registered person | Bluebells Childminders Ltd |
| Registered person unique reference number | RP540770 |
| Date of previous inspection | 30 October 2018 |
| Telephone number | 01462433991 |

Day Nursery & Afterschool Club registered in 2016 and operates under Bluebells Childminders Ltd. The setting employs 29 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 2 or above, including one with qualifications at level 6. The setting opens Monday to Friday from 7am until 7pm.

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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