

Happy Feet Day Nursery

Coniston Hall, Cecil Street, CANNOCK, Staffordshire WS11 5HG



Inspection date	11 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
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

- Children's welfare and safety are significantly compromised. Leaders fail to ensure that the safeguarding policies and procedures are followed. The lead practitioner for safeguarding does not take appropriate action for all concerns raised. She failed to notify Ofsted about a significant event.
- Having received a recent welfare requirements notice relating to risk assessment, leaders and staff still do not identify or address significant hazards. The premises are not secure.
- Leaders do not ensure that staff follow appropriate procedures to manage and log injuries that children have. Staff do not administer necessary first aid to children. They do not inform parents about their policy for providing medication to children.
- Staff deployment is poor. Leaders do not deploy staff effectively, and staff fail to meet children's needs. Leaders do not ensure that all staff have the relevant experience and training required to work with babies.
- The monitoring of staff practices is ineffective, and staff do not receive good professional support. Hygiene practice is poor. Leaders fail to ensure that staff follow good hygiene routines consistently. Staff do not manage children's behaviour successfully. This leads to a disorderly environment for children.
- The key-person system is weak, and teaching is poor. This significantly hinders the progress that children make, particularly in their communication skills and personal development. Staff do not keep parents informed about children's progress or establish accurate information about their care needs and development on entry.
- Staff do not assess children's progress accurately. They do not plan activities that target children's individual needs and interests. Children are not prepared for school.

It has the following strengths

- Staff provide children with healthy snacks and drinks.

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 all staff, including the designated person responsible for safeguarding, fully understand the safeguarding policies and procedures, and their responsibilities to respond appropriately to the signs of possible abuse, taking appropriate action to keep children safe	02/05/2019
improve knowledge relating to notifying Ofsted about significant events	02/05/2019
implement effective systems for risk assessment that identify aspects of the environment to be checked on a regular basis and evaluate the safety of equipment used by children to ensure that risks are removed or minimised	02/05/2019
ensure that all exits to the building are secure so that children are unable to leave unsupervised	02/05/2019
ensure that staff respond to children's accidents and injuries quickly and keep an accurate record of all injuries	02/05/2019
ensure clear medication procedures are followed and gain information from all parents about any medication to be administered	02/05/2019
ensure that staff are deployed effectively, and children are adequately supervised, to meet their needs	02/05/2019
meet the qualification requirements at all times, with particular regard to ensuring there is at least one member of staff with suitable experience and training working directly with babies in the under-twos room	02/05/2019
implement effective arrangements for the monitoring, support and coaching for staff, to identify and act on weaknesses in practice, to meet children's care needs and improve the quality of teaching and learning	02/05/2019
implement good hygiene practices and ensure that staff promote the good health and hygiene needs of all children attending the setting	02/05/2019
implement effective strategies for managing children's behaviour	02/05/2019

implement an effect key-person system to ensure staff know children well, plan accurately for each child's learning, particularly in their communication and language development and independence, and liaise successfully with parents from the outset.	02/05/2019
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To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective systems to observe, assess and monitor children's progress, to accurately plan for their next stage in learning and help them to make progress and gain the skills needed in preparation for school.	11/07/2019

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the setting's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records and carried out joint observations with the manager.
- We carried out this inspection as a result of a risk assessment, following information we received about this provider.

Inspector
Anne Clift

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Not all staff have a secure understanding of the possible signs that a child is at risk of harm. The safeguarding lead fails to follow the setting's safeguarding policy when concerns are raised about a child's well-being. Staff check visitors' identification and request that they sign the visitors' book. Leaders did not notify Ofsted of significant events within the required timescale. They do not ensure that health and safety procedures are implemented. Children's safety is significantly compromised. Staff do not risk assess children's activities. They do not consider the potential risks as children play with large hammers and metal tape measures. Children are not safe when they play with this equipment because staff fail to supervise them adequately. Staff do not notice when children climb onto chairs and tables, which puts them at further risk of injury. Staff do not respond appropriately to all accidents that take place in the setting. For example, when an accident took place that resulted in a bump to a head, staff failed to administer first aid. They did not complete an accurate written account of the incident. The temperature in rooms is regulated appropriately. However, leaders do not ensure that the premises are secure. Staff forget to lock doors that lead out to fire exits and onto the road. Children can easily leave the premises without staff noticing. Staff deployment is ineffective. Although the required adult-to-child ratios are maintained, leaders do not deploy staff effectively to meet the needs of all children. This results in children's basic care needs not being met and significantly hinders their progress. Leaders fail to ensure that in the baby room, at least one member of staff who is suitably experienced in supporting children under two is always present and working directly with them. Although leaders offer staff some training, they do not provide effective ongoing support so that all staff are clear about their roles and responsibilities. They fail to ensure that staff have all the necessary skills to support children's learning and development well. Parent partnerships are weak and parents do not know who their child's key person is. Arrangements to inform parents about their child's learning are ineffective. Leaders do not recognise, identify or address weaknesses in teaching and practices. This significantly compromises children's care and learning.

Quality of teaching, learning and assessment is inadequate

Staff fail to meet the individual learning and development needs of all children. The quality of teaching and learning is weak and assessment is inaccurate. As a result, gaps in children's learning and development are not identified and addressed. Staff have a poor understanding of the progress children make and how to support children's learning. This means that activities are not planned to match children's individual needs or interests to help them to achieve success in their next stage of learning. Staff do not seek to enhance the play for those children who spend much of their time climbing on the furniture. When children show an interest in using paint, staff do not recognise this as a learning opportunity and take this away from them. Staff do not provide the support children need to develop their communication and language skills.

Personal development, behaviour and welfare are inadequate

The weaknesses in leadership and management significantly compromise children's health, safety and well-being. Staff do not gather accurate information from parents

about children's care and development needs when children first start. They do not ensure that parents are aware of the policy relating to administering medicine to children. This means staff do not know important information about children's health and their prescribed medication. Staff stick to strict routines that do not meet the individual needs of each child. For example, staff do not notice when children need to have their nappies changed and only take them to be changed when this is pointed out to them. They delay the opportunity for younger children to sleep because it is not sleep time. This means children are upset and frustrated because they are clearly tired. Staff do not work consistently with their key children. Consequently, staff have a poor understanding of how to support children's development needs. Cleaning routines are not effective. At older children's sleep time, staff give them blankets that have not been washed for up to two weeks and have also been used by numerous other children. Staff fail to manage children's behaviour effectively. At snack and meal times, children frequently leave the table and run around the room. Staff do not motivate children to play, explore and to make new discoveries. Children wander around aimlessly. They are bored, restless and not engaged in purposeful play or learning. This leads to a chaotic and disorderly environment. Staff do not help children to gain their independence or manage their personal care routines. They fail to help children who are due to start school to manage their toileting needs.

Outcomes for children are inadequate

Children's learning and development are poor. Poor teaching and weak assessment have a very negative impact on the progress that children make. Children fail to thrive and are not well prepared for the next steps in their learning and starting school.

Setting details

Unique reference number	EY549515
Local authority	Staffordshire
Inspection number	10102319
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	43
Number of children on roll	36
Name of registered person	Little Chasers Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	01543 898 548

Happy Feet Day Nursery registered in 2017. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm, and include before- and after-school care. There are six staff employed. Of these, four hold early years qualifications, with two at level 2. The nursery receives funding to provide free early years 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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