

Little Clovers

Cloverleaf World, Cloverleaf House, 18 Brown Lane West, LEEDS LS11
ODN



Inspection date	28 May 2019
Previous inspection date	23 August 2016

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		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 safety and welfare are compromised. Staff do not fully promote fire safety or adequately supervise children. They do not identify and minimise hazards, and they fail to promote safe practices regarding babies' mealtime routines and sleep routines.
- Staffing arrangements, in relation to ratios, training and qualification requirements, do not meet the needs of all children and ensure their safety. The daily record of children's attendance does not include which staff are present and when, in order to evidence continuous compliance of these requirements.
- Children are not sufficiently safeguarded. Some individuals have a poor knowledge of child protection issues. Records are not consistently maintained to confirm the suitability of cover staff, vetted by other organisations.
- Some staff have not received induction training to ensure that they fully understand their roles and responsibilities.
- Staff do not consistently implement suitable hygiene routines to promote children's physical well-being.
- Staff do not consistently utilise available space to meet the needs of babies and toddlers under two years.
- The provider does not sufficiently monitor staff's practice. This results in weaknesses and inconsistencies in the quality of teaching and children's learning.
- Although staff observe and assess children's progress, assessments are sometimes inaccurate. Staff do not use information from assessments sufficiently well to support the youngest children's progress in the prime areas of learning. This is especially pertinent when development is less than typical.

It has the following strengths

- Access to the nursery is stringently monitored to prevent unauthorised access.
- Children in the pre-school room are sociable and build firm friendships. They show imagination, play collaboratively and share ideas. Children behave well.

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
implement effective risk assessments that remove or minimise potential risk to children's safety in the indoor and outdoor environments, and implement safe practices that promote babies and children's welfare, at all times	28/06/2019
ensure that fire detection equipment, with specific regard to smoke alarms, is in good working order	28/06/2019
ensure that children are adequately supervised at all times	28/06/2019
ensure all staff working in the nursery have, and maintain, a secure knowledge and understanding of all safeguarding policies and procedures	28/06/2019
ensure that staffing ratios and qualification requirements meet the needs of all children and that at least half of the staff working with the children under two have received training that specifically addresses the care of babies	28/06/2019
ensure that the daily record of the names of the children being cared for includes the names of each child's key person	28/06/2019
ensure all information about staff's qualifications, identity checks and vetting processes that have been completed on individuals is consistently recorded, including Disclosure and Barring Service reference numbers, the date of issue and details of who obtained the check	28/06/2019
ensure that all staff receive induction training to help them to understand and fulfil their roles and responsibilities	28/06/2019
implement effective hygiene routines at all times, in order to minimise the spread of infection and promote children's good health	28/06/2019
ensure that staff utilise the available space appropriately, to meet the needs of the children under the age of two	28/06/2019
implement effective supervision and monitoring of staff's practice, to swiftly identify inconsistency in practice, tackle underperformance and identify development needs, to ensure staff offer quality learning and development experiences for children that continually improve, especially with the youngest children.	28/06/2019

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

	Due date
ensure that assessments are accurate and that information is used precisely to plan activities and children receive the required support, in line with their individual needs and their most specific and relevant next steps in learning	28/06/2019
ensure there is a particular focus on supporting the youngest children's early communication skills.	28/06/2019

Inspection activities

- The inspection was carried out unannounced, following the risk assessment process.
- The inspector observed care routines and the quality of teaching indoors and outdoors, and assessed the impact of this on children's learning.
- The inspector spoke with staff, children and a small sample of parents during the inspection.
- The inspector completed a joint observation with the current nursery manager.
- The inspector held a meeting with the nursery manager and the new nursery manager who will shortly be taking up the post officially. She looked at various documents, including those related to the suitability and qualifications of staff.

Inspector
Rachel Ayo

Inspection findings

Effectiveness of leadership and management is inadequate

The leadership and management of the nursery are weak and there are poor systems for checking the quality of the provision. This results in breaches in statutory requirements and a failure to sustain continuous improvement. This includes where previous Welfare Requirements Notices have been issued by Ofsted. Safeguarding is not effective. Insufficient induction of some staff includes a failure to train them on the safeguarding policy and procedures. Some staff cannot identify indicators of abuse and are not aware of external whistle-blowing procedures. Furthermore, in the absence of the manager, senior staff lack confidence in what they should report, and to whom they should report concerns. Weak induction also has an impact on staff's knowledge of their roles and responsibilities in other aspects, such as in the event of a fire. The provider has robust arrangements for recruiting staff they directly employ. However, records are not kept to confirm that the provider consistently assures themselves of the qualifications and suitability of agency staff. Staff are not suitably deployed. Although adult-to-child ratios were met on inspection, the deputy manager is included in ratios. She has to undertake other duties and this happens on a regular basis when the manager is not present. This means that she is not always in the room to consistently contribute to the supervision of the children. Furthermore, the provider does not consider staffing levels where there are children with special educational needs awaiting one-to-one support. Qualification and training requirements are not met, particularly in the baby room. Unqualified apprentices work with the baby room leader and the requirement in relation to specific training for the care of babies is not met. This has a detrimental impact on the level of care and learning in this room. The details of staff's attendance are not logged in the daily record of the names of the children being cared for, and the manager does not evidence when she is present. This means that in an emergency situation it is not clear who needs to be accounted for. In addition, the provider cannot evidence through appropriate record-keeping that adult-to-child ratios or qualification requirements are adhered to at all times.

Quality of teaching, learning and assessment is inadequate

There are significant inconsistencies in the quality of teaching across the nursery because the manager does not sufficiently monitor and support staff's practice. Not all staff have a secure knowledge and understanding of how to promote the learning and development of children under three years of age. Activities are sometimes not appropriate for this specific age group, including babies. This is also very evident when space is not utilised suitably. Children under two years are, at times, accommodated in the pre-school room with all other age groups, to support staffing levels. This does not meet babies' and younger children's individual needs and results in them being disengaged. Staff's learning intentions are not matched well enough to the younger children's needs. There is not enough focus on their speech and language, which lack progress. As part of this, staff do not sufficiently build on and extend this age group's early communication skills and learning as they play or during care routines. Key staff are highly qualified and well trained to support children identified with special educational needs. Children in the pre-school room are motivated by good-quality teaching.

Personal development, behaviour and welfare are inadequate

The weaknesses in safeguarding and in teaching and learning have a negative impact on children's welfare and personal development. Furthermore, staff do not diligently carry out risk assessments and safe practices, which compromises children's health and safety. They fail to secure unsafe free-standing furniture in the baby room and do not ensure that cleaning products, carrier bags and stagnant water are inaccessible to children. Staff fail to notice a cracked plastic sand tray in the baby room and a sharp nail, exposed due to a broken water pipe in the bathroom. Furthermore, the broken safety gate in the pre-school room means that toddlers wander in to the adjoining pre-school cloakroom. Staff do not appropriately supervise toddlers using physical apparatus outdoors or as they move through an area back to the baby room from the bathroom. This is of greater concern, given that a whole host of hazardous items, such as nails and work tools, are not stored securely in this area. Consequently, they are accessible to toddlers. Furthermore, toddlers could access areas down a corridor which are out of sight. Staff do not appropriately supervise sleeping children situated in a separate room, regardless of the use of a monitor and checks; although these are not frequent enough. They fail to identify health and safety issues such as accessible wires next to cots, equipment that could be pulled off shelves and a bucket filled with old dirty nappies. In addition, the side of cots are not high enough, should a baby pull themselves to standing. Staff also fail to notice the chirping smoke alarm in the sleep room, indicating that it may not be in good working order. Finally, in the absence of the baby room leader, staff do not sufficiently understand and implement safe practices during care routines. This specifically relates to the provision of food and drink for babies, the use of highchair reins and ensuring toddlers do not wander around while eating food. The manager and staff addressed issues raised immediately. Staff promote children's welfare in other ways. For example, they work closely with parents to settle new children and positive relationships are observed between children and staff. Parents are complimentary about the nursery and communication. They enjoy viewing and adding to children's online records of learning. Staff do not consistently promote effective hygiene routines to fully promote children's all-round good health. Staff require reminders to wipe children's noses and fail to wash their hands afterwards. Children have daily access to outdoors, wash their hands before eating and have a healthy diet. This contributes to other aspects of their physical well-being.

Outcomes for children are inadequate

Weaknesses in teaching, more specifically in relation to children under three years, mean that younger children's ongoing learning needs are not being addressed sufficiently. Their progress and preparation for future learning are hindered as a consequence. However, children in the pre-school room, including those in receipt of additional funding, make appropriate progress. Older children are independent and equipped with a range of skills needed for their move to school. They show a positive approach to learning and play sociably with the two-year-old children who enjoy the interactions of their older peers.

Setting details

Unique reference number	EY489586
Local authority	Leeds
Inspection number	10107247
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	48
Number of children on roll	40
Name of registered person	Cloverleafworld Limited
Registered person unique reference number	RP907122
Date of previous inspection	23 August 2016
Telephone number	0113 345 0958

Little Clovers registered in 2015. The nursery employs 10 members of staff. This includes the current and new nursery manager, three apprentices and one bank staff member. Of the 10 members of staff, seven hold appropriate qualifications: two are at level 2, four are at level 3 and one is at level 6. The nursery opens Monday to Friday, all year round, except for bank holidays, one week at Christmas and staff training days. Sessions are from 8am 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

