

Horwich Day Nursery

Annex Building, Church Street, Horwich, Bolton BL6 6AA



Inspection date	13 May 2019
Previous inspection date	14 June 2018

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

- The provider has not ensured that all staff are able to identify signs of possible abuse and neglect. Managers have failed to follow the correct procedure for reporting an allegation against a staff member. This compromises children's safety and welfare.
- Staff have failed to address hazards in the pre-school room which pose a risk to children's safety.
- The key-person system does not ensure that every child's care and learning are tailored to meet their individual needs, and that close relationships are established. This has a significant impact on some children's emotional well-being.
- The provider does not deploy staff effectively to meet the needs of all children and ensure their safety. Staff continue to complete domestic tasks rather than supervising and tending to their needs.
- The provider does not support staff to identify children with special educational needs and/or disabilities (SEND). As a result, staff are doing too little to support children and close any gaps in their learning.
- The organisation of the learning environment and the quality of teaching in the pre-school are poor and ineffective. As a result, children are not interested or engaged in the activities provided and are not making enough progress.
- Partnerships with parents are not effective. Some parents are unaware who their child's key person is and, therefore, are unable to communicate effectively about their child's progress.

It has the following strengths

- The new manager has a clear vision of what needs to improve and has begun to take action.
- The new manager has focused on making improvements to the environment for the babies and toddlers.

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 safeguarding policies and procedures are in line with the relevant Local Safeguarding Children Board and implemented accordingly so allegations are reported effectively	01/07/2019
ensure that staff understand and implement the safeguarding policy and procedures, so they can identify signs of possible abuse and neglect at the earliest opportunity and respond in a timely and appropriate way	01/07/2019
ensure all reasonable steps are taken to assess and prevent any risks to children and staff, particularly those posed by the double doors in the pre-school room	01/07/2019
ensure that the role of the key person is effective, so all children's care is tailored to meet their individual needs and provides a settled relationship for the child	01/07/2019
ensure that parents are made aware of who their child's key person is and that information about children's learning and development is shared to further support their progress	01/07/2019
deploy staff effectively so that staffing arrangements meet the needs of all children and ensure their safety.	01/07/2019

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

	Due date
ensure that staff and managers consider the individual needs, interests and stage of development of each child, and use this information to plan challenging and enjoyable experiences so that all children make at least good progress	01/07/2019
have arrangements in place to identify and support children with SEND in order to close gaps in their learning and development.	01/07/2019

Inspection activities

- The inspection was carried out following our risk assessment.
- The inspector observed activities across the nursery, both inside and outdoors, and assessed the impact these have on the children's care and learning.
- The inspector spoke to key members of staff, the manager and children at appropriate times during the day. She also took into account views of parents spoken to on the day of the inspection.
- The inspector carried out two joint observations with the nursery managers.
- The inspector discussed the nursery's self-evaluation with the manager and staff. She looked at children's records, planning documentation, evidence of suitability of staff and a range of policies and procedures.

Inspector

Alison Tranby

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective. Some staff do not have a clear understanding of how to respond promptly to concerns that could indicate a child may be at the risk of harm. Managers have also not followed their own safeguarding procedures as they have failed to report an allegation against a staff member to the relevant agencies. A missing handle on a door in the pre-school room does not ensure a swift exit in the event of an emergency. In addition the hinge protectors on this door, to prevent children trapping their fingers, do not work and need repairing. The managers do not carefully monitor the quality of the pre-school learning environment to ensure that children are provided with good-quality care, teaching and learning. As a result children are not making sufficient progress. Managers do not ensure effective partnership working between the parents and the children's key persons to enable parents to be fully informed of their child's learning and development. The new manager regularly reviews staff's suitability and holds supervision meetings with the staff, and is starting to identify staff's training needs. Parents are aware of the new management structure and speak highly of the manager and staff's commitment to making future improvements.

Quality of teaching, learning and assessment is inadequate

Teaching does not always meet the needs of all children or support them to make sufficient progress. Some activities do not engage older children or build on their prior learning, as they lack appropriate challenge and interest. There are not enough focused learning and development opportunities for children with SEND. Therefore, any gaps in children's learning are not closing quickly enough. Staff are learning about their new key children but have yet to gain sufficient knowledge to enable them to fully support the children's learning and development. However older children do demonstrate some enthusiasm for learning, for example when making a model volcano. They look at pictures and carry out experiments, creating an eruption of lava which they talk excitedly about. This promotes their creativity skills and helps them to gain knowledge of the wider world. Babies and toddlers confidently explore their environment. Staff support their physical development and are helping them to develop their speech and language.

Personal development, behaviour and welfare are inadequate

Managers and staff have failed to ensure that children are safeguarded and the environment is safe. Therefore, children's welfare is not assured. Staff and managers have recently reorganised the rooms for the younger children, creating a welcoming environment. However, the pre-school room is not adequately organised to enable children to gain similar experiences. The large space and noise levels can be overwhelming for some children, particularly for children with SEND. Due to poor staff deployment and the lack of support for children, not all children are prepared for their next stage of learning. Children understand acceptable behaviour and show mutual respect and an understanding of each other's feelings. For example, children recognise when there are not enough seats and quickly resolve the problem by offering their seat and then getting another one. Staff promote healthy eating. They have discussions with children about foods that could make them grow big and strong. Staff make use of the opportunity to teach toddlers about living things as they explore the toy insects in the

sand.

Outcomes for children are inadequate

Not all children are emotionally secure or settled due to weaknesses in the key-person systems. Children identified as having additional needs are not provided with the appropriate support and intervention or enabled to take an active part in the full range of activities. In addition, pre-school children are not gaining the full range of knowledge and skills required for their move to school; therefore, outcomes for some children are poor. Despite this, some of the older children demonstrate they are keen to learn, for example, developing their skills in early writing, recognising their own name and attending to their personal needs independently.

Setting details

Unique reference number	EY548428
Local authority	Bolton
Inspection number	10105670
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	70
Number of children on roll	41
Name of registered person	Dad, Sheen
Registered person unique reference number	RP548427
Date of previous inspection	14 June 2018
Telephone number	01204317397

Horwich Day Nursery registered in 2017 and is located in Horwich, Bolton. The nursery employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7am until 6pm, all year round. It 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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