

Ladygrove Day Nursery And Nursery School

1 Lostock Place, Didcot OX11 7XT



Inspection date	30 July 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

- The management team fails to monitor practice fully to ensure that staff fulfil their roles and responsibilities. Not all staff are deployed effectively to meet the individual care and learning needs of children within the baby and pre-school rooms.
- The management team provides training for staff, including as part of staff's induction. However, it fails to check that staff have gained sufficient knowledge and understanding through the training, for example about the 'Prevent' duty.
- The quality of teaching is poor, depending on the rooms the children attend. Some staff's teaching does not help children engage consistently in their learning to help them to make further progress. Not all children are making consistently good progress from their starting points to help them become ready for their future learning.
- At times, some children do not receive consistent messages from staff to help them manage their behaviour, particularly about how their actions might affect others.
- Staff do not understand how to support children who speak other languages at home or who are learning English as an additional language. For example, they do not understand the importance of children being able to use other languages they speak in their play and learning.
- Reflection processes are not fully robust to identify and target all weaknesses effectively.

It has the following strengths

- The management team implements robust recruitment procedures. It carries out the required checks for staff and review staff's ongoing suitability.
- Parents comment positively on the staff working with their children and the activities that they provide.

What the setting needs to do to improve further

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

	Due date
provide all staff with effective supervision, support, coaching and training to ensure they fulfil their roles and responsibilities and understand training, particularly with regards to the 'Prevent' duty	30/08/2019
ensure that staff are deployed effectively to provide children with consistent support to meet their individual needs and to ensure children are supervised at all times	30/08/2019
improve the quality of teaching, in particular the support provided to children with special educational needs and/or disabilities (SEND), to ensure all children make the progress they are capable of.	30/08/2019

To further improve the quality of the early years provision the provider should:

- strengthen ways to help children manage their own feelings and gain an understanding of how their actions may affect others
- build on staff's knowledge of how to support children who speak other languages at home to use these in their play and learning
- develop the self-evaluation process to clearly identify all areas for development, to improve the quality of provision for children.

Inspection activities

- The inspection was carried out following the risk assessment process.
- The inspectors observed activities available to children.
- The inspectors observed interactions between children and staff.
- The inspectors asked staff questions about their work and observed practice with the manager.
- The inspectors talked to parents available about their views and opinions of the provision and considered these.
- The inspectors sampled documentation.

Inspectors

Tracy Bartholomew
Bankier Sheena

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is not effective as some staff do not understand about wider safeguarding issues. For example, some staff lack understanding about the 'Prevent' duty and many do not know about the indicators associated with it, despite undertaking training as recently as two weeks ago. This places children at potential risk. Despite this, staff have an awareness of general child protection matters and the referral processes. The management team has supervision, mentoring and training processes in place. However, these are ineffective and do not check that all staff understand and maintain their roles and responsibilities. The management team does not deploy staff to ensure children's needs are met and the required ratios are maintained. For example, on the day of the inspection, staffing in the baby room changed regularly in a short space of time. At times, staff work with children without the required adult-to-child ratios being met, which poses a risk to children's well-being and safety. The management team's monitoring of staff's teaching is weak. Although it reviews children's learning and highlights areas of concern, it fails to ensure that children are making the progress they are capable of. The management team does not tackle weaknesses in practice. For example, it identifies over half of the children are not making the progress they should be, but it does not act on this. Partnerships with other professionals and parents are positive.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor in some areas of the nursery and does not support and meet the individual needs of the children. For example, staff failed to support children with SEND. These children are too often left to their own devices and to play on their own with no purposeful interaction. Overall, throughout the nursery, especially the toddler room, some children benefit from more-supportive staff who engage with the children well and offer a variety of activities. For example, in the toddler room, children enjoyed sensory play and searched through straw to find objects. Staff are aware of how their key children are developing and undertake appropriate observations and tracking records.

Personal development, behaviour and welfare are inadequate

Children's well-being is compromised by weaknesses in safeguarding practice and poor staff deployment. For example, regular changes of staffing in one of the baby rooms do not help children to feel settled. Many of the babies frequently cry and become upset. Although staff do try and comfort the babies, the lack of consistent staffing means that some of the babies are unsettled and unsure. This has an impact on the quality of relationships to ensure all children feel safe and secure. Children have a good variety of meals and snacks to enjoy and staff support children well at mealtimes. However, the management team has not considered well enough hygiene measures, in particular, for staff who sit on the floor to support children at mealtimes. For example, staff sometimes put their hands on the floor where adults have been walking in footwear worn outdoors, and then touch the children's food. This does not fully promote good hygiene measures. In addition, staff do not ensure young children drink from their own water bottles, which compromises children's health. Some staff offer children suitable praise during activities

and tasks. However, not all staff give reasons to the children on why some behaviour is not acceptable, to help build on their understanding of right and wrong. Staff provide a suitable environment for the children and children enjoy free play outside, where they can run around. Staff use risk assessments suitably to minimise hazards to children and any accidents that occur are recorded suitably.

Outcomes for children are inadequate

Not all children make the progress they are capable of or gain the skills they need for their future learning. Some children are at risk of falling further behind in their learning due to the lack of staff support. This is particularly evident for those children who have lower starting points and delays in their development.

Setting details

Unique reference number	EY551933
Local authority	Oxfordshire
Inspection number	10118150
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 - 5
Total number of places	101
Number of children on roll	125
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Date of previous inspection	Not applicable
Telephone number	01543 678593

Ladygrove Day Nursery And Nursery School in Didcot, Oxfordshire registered in 2017. It is part of a chain of nurseries run by Busy Bees. The nursery is open from 7.30am to 6pm on Monday to Friday, for 51 weeks of the year. There are 31 staff, 20 of whom hold relevant early years qualifications. The nursery receives funding for two-, three- and four-year-old children.

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