

Inspection of Nursery Time Nursery School

84 Victoria Road West, HEBBURN, Tyne and Wear NE31 1LR

Inspection date: 27 September 2019

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children are not as safe as they should be. Managers do not ensure that staff follow guidance for the safe use of some of the equipment used with babies and risk assessments are not effective. Managers and staff have not taken adequate steps to help some children that they have identified as having lower levels of achievement to catch up in their learning. Although parents share positive views of the nursery, partnerships with them are weak. Some parents report that staff do not share information with them about their child's development. During the inspection, it was found that concerns about children's development are not shared with parents quickly enough.

A number of children in the nursery are not reaching typical expectations for their age in communication and language development. Some staff have a weak understanding of how to support children effectively in this area of learning. Staff's expectations of children are, at times, inappropriate. Staff set routines that are too difficult for the two-year-old children to follow. Some children become upset and others become disruptive. Some activities that staff present are not achievable for younger children and they lose interest. Although the staff-to-child ratio requirements are met, there are times when staff are not vigilant enough to fully assure children's safety. Children benefit from plenty of praise and they play happily in the nursery.

What does the early years setting do well and what does it need to do better?

- Managers have not assessed the risks posed by some equipment used in the baby room. They do not ensure that they and staff are aware of the manufacturer's guidance for the safe use of bouncing chairs. Young babies sleep in bouncing chairs, unsupervised, for prolonged periods of time. Additionally, older babies, who exceed the maximum safe weight, are permitted to sleep in them.
- Staff do not consistently supervise children well enough. For example, staff did not notice when children climbed onto the side of a cot and up into a water tray.
- Some staff do not have a good enough understanding of children's typical development when learning to talk. Their expectations for children's language and communication skills are not high enough and they do not quickly identify children who need further support. Their knowledge of how to help children to develop their speaking skills is weak.
- Partnerships with others are weak. Arrangements to share information with parents, other settings that children attend and other professionals are not well established. This is particularly true for children who are not achieving typical expectations for their age. Staff and managers do not always act swiftly when they identify delays in children's development. They do not always share their

concerns with parents. They do not address children's individual learning needs well enough in order to help them to catch up in their learning.

- Hygiene procedures in the baby room do not promote children's good health well enough. Babies are at risk of cross infection because staff do not ensure that dummies are cleaned properly after they have been dropped on the floor. Babies pick up other babies' dummies from the floor and put them in their mouth. Staff do not teach children good hygiene habits, such as using tissues for runny noses.
- Staff in the older-children's room teach children about responsibility and encourage their independence. For example, they support children to serve their own meals. This works well for three- and four-year-old children who follow instructions, help one another and develop some good self-help skills. However, two-year-old children who are new to the room cannot manage this and become restless and upset.
- Some activities provided support children's learning well. For example, pre-school children use their imaginations and experiment with a range of materials while they make 'potions'. Babies engage in early pretend play when they dress up in hats and shoes. However, two-year-old children become bored and distracted during group activities because they are not appropriate for their age and stage of development.
- Managers review some aspects of practice and aim for improvement. For example, they have recently changed the way staff plan for children's learning. Although managers have not yet been able to assess the impact this has had, staff report that their workload is now more manageable.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not adequately assured due to weaknesses in risk assessment and the unsafe arrangements for sleeping babies. Furthermore, staff do not consistently supervise children closely enough to help to prevent accidents and injuries. Children's good health is compromised because staff do not follow effective hygiene procedures. Staff have an appropriate understanding of how to identify children at risk of abuse and know what to do if they are concerned about a child's welfare. Managers have developed effective recruitment procedures and ongoing checks that help to ensure that staff are suitable for their role.

What does the setting need to do to improve?

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

	Due date
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ensure that risk assessments are thorough and are used to inform staff practice, particularly in relation to safe sleeping arrangements for children	18/10/2019
ensure that staff supervise children well enough to ensure their safety at all times	18/10/2019
ensure that effective hygiene procedures are understood by staff and implemented at all times	18/10/2019
ensure that any concerns about children's development are addressed swiftly	18/10/2019
ensure that there are effective arrangements in place to share information with parents and others involved in children's care and learning	18/10/2019
ensure that staff's teaching consistently considers the needs, interests and abilities of the children	18/10/2019
ensure that staff have the knowledge and skills necessary to provide quality learning experiences for children, with particular regard to supporting children's communication and language development	18/10/2019
ensure that staff have appropriate expectations for children's attention and behaviour to help to prevent times when children become restless or disruptive.	18/10/2019

Setting details

Unique reference number	EY268207
Local authority	South Tyneside
Inspection number	10117620
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 to 4
Total number of places	59
Number of children on roll	90
Name of registered person	Mr John & Mrs Susan Brown Partnership
Registered person unique reference number	RP906516
Telephone number	0191 430 1643
Date of previous inspection	26 November 2013

Information about this early years setting

Nursery Time Nursery School registered in 2003. The nursery employs 13 members of staff. Of these, 12 hold appropriate early years qualifications at level 3 and one at level 5. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The management team accompanied the inspector on a learning walk. They explained how the nursery is organised and the aims of the curriculum.
- The manager and the inspector carried out a joint observation of staff's teaching. The inspector observed teaching further throughout the nursery rooms and outdoor area.
- The inspector talked to staff and children at appropriate times during the inspection. She spoke to a number of parents and took account of the views of others through written feedback provided.
- A meeting was held between the inspector and the management team. The inspector looked at a sample of documents, including evidence of staff's suitability checks and qualifications.

We carried out this inspection 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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