

Inspection of Werneth Nursery & Preschool

19 Cambridge Street, Oldham, Lancashire OL9 7BU

Inspection date: 9 October 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Staff do not provide children with a purposeful and meaningful curriculum. Their understanding of child development is poor, and they do not always know what children can do and what they need to do next in their learning. Children are not provided with the quality education that they rightly deserve. Gaps in learning do not always close and far too often staff miss opportunities to challenge children and extend their learning. Children do not make good progress. Activities are mundane and lack intent. For example, staff cannot provide clear intent or justification for activities they provide to children, such as making Halloween paper plates.

Staff are deployed well and supervise children adequately. Ratios are complied with and accidents and injuries are dealt with effectively. The premises are safe and suitable arrangements are in place to support children's personal hygiene.

Children demonstrate poor behaviour and attitudes towards their learning. The poorly designed curriculum means children lose interest quickly and are disengaged in their learning. They snatch toys and are unkind towards one another. Staff lack the skill and expertise to deal with children's behaviour. Consequently, some children learn that if they break rules they can get away with it, which directly contradicts the rule of law. Low expectations, poor teaching and a weak curriculum mean children do not gain the necessary skills in readiness for school.

The key-person system is weak and does not provide children with the emotional security for them to feel happy and secure. Some children arrive upset and do not settle for the duration of the session. They cry frequently and do not always know who to go to for support. Healthy food and adequate opportunities to be physically active are provided to children.

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

- Leaders have failed in their duties to ensure they are compliant with legal requirements. The manager has been too lax and standards have declined over time. Low expectations of teaching and children's progress are too freely accepted. The setting is failing to provide an acceptable standard of education.
- The setting has gone through some turbulence due to staff changes since registering with Ofsted. The manager has failed to sustain stability for children, which has resulted in a catalogue of failings. The key-person system is weak. Children's personal, social and emotional development is given too little priority. Children become upset and do not receive the support they need to feel safe, secure and settled.
- The quality of education is inadequate. Staff have a weak understanding of child

development and do not plan a curriculum that builds on children's prior knowledge. Activities are generic, mundane and lack purpose. This means that children are not making good progress and are not acquiring the skills to support their future success.

- Assessment arrangements are poor. Staff lack understanding of how to assess children in order to help them make good progress. Gaps in learning do not close quickly enough and the progress check for children between the ages of two and three years is not completed.
- Children demonstrate poor attitudes towards their learning and their behaviour is poor. Staff are inconsistent in the behaviour management procedures and do not always teach children what is right from wrong. This results in many children being unkind and displaying challenging behaviours during their play.
- Staff do not receive the relevant support, guidance and coaching during induction and supervision sessions. The manager fails to provide incisive feedback to improve staff practice and the professional development programme is weak. Systems to reduce staff workload are poor and staff do not always have the required time to ensure their duties are complete.
- Self-evaluation is weak. The manager has been overgenerous in her evaluation of the setting and does not include the views of parents, staff and children. The manager shows a positive attitude to remedy the shortfalls identified at the inspection and demonstrates a satisfactory capacity to improve.
- Children communicate effectively and use a wide range of vocabulary. The support in place for children who speak English as an additional language is a strength of the setting. Staff liaise with external professionals and speak to children in their home languages. Children quickly develop a good command of English.
- Parental partnerships are effective. Parents are happy with the care their children receive. The manager understands how to keep information relating to children and staff safe. She obtains information about each child on entry to the setting, such as dietary requirements, parental responsibility and who children normally live with.

Safeguarding

The arrangements for safeguarding are not effective.

There have been a number of breaches in the safeguarding and welfare requirements, which means children's safety cannot be assured. Although the manager is aware of how to keep children safe and protected from harm, her staff do not know the correct procedures to follow should they be concerned a child is open to extreme views. They are unaware of the 'Prevent' duty guidance and have not had any safeguarding training since commencing employment at the setting. Their understanding of the different categories of abuse and what indicators to be aware of is not strong enough. This means that safeguarding practices across the setting are inconsistent and not fit for purpose.

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
ensure that staff have up-to-date knowledge and training of safeguarding practices, with particular regard to the 'Prevent' duty guidance	01/11/2019
ensure that the behaviour management procedures are clearly understood and implemented by all staff, so that children are given clear and consistent boundaries to help them develop a good understanding of behavioural expectations	01/11/2019
ensure staff receive induction training and regular supervisions and have opportunities to access professional training programmes to improve their practice further	01/11/2019
implement an effective key-person system to ensure that staff help children to settle and meet their individual needs and emotional well-being	01/11/2019
improve teaching and provide a stimulating, purposeful educational programme that is tailored to children's interests and individual stages of development, to help close gaps in their learning and support them to make good progress	01/11/2019
improve staff knowledge around child development and assessment, with particular regard to ensuring that the progress check for children aged between two and three years is completed.	01/11/2019

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

- support staff more effectively to help them manage their workload better
- develop the self-evaluation process to include the views of parents, staff and children, to identify and address aspects of the setting that need improvement.

Setting details

Unique reference number	EY561983
Local authority	Oldham
Inspection number	10125280
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	18
Number of children on roll	29
Name of registered person	Tabasum, Tanzeela
Registered person unique reference number	RP561982
Telephone number	07451477623
Date of previous inspection	Not applicable

Information about this early years setting

Werneth Nursery & Preschool registered in 2018 and is located in Oldham. The setting opens from 9am to midday and then from 12.30pm until 3.30pm Monday to Friday, during term time only. It employs four members of staff, three of whom hold a recognised childcare qualification at level 2 or above.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector and the manager completed a learning walk around the setting to gain an understanding of how the curriculum is organised.
- Observations were shared with the manager throughout the inspection. The inspector held discussions about the management of the setting with the manager.
- Some documents were looked at. This included evidence about staff suitability and training.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A joint observation was carried out by the inspector and the manager.
- This inspection was carried out following the risk assessment process.

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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