

Inspection of Siblings Private Day Nursery

Siblings Nursery, Business & Innovation Centre, Wearfield, Sunderland Enterprise Park, Sunderland, Tyne and Wear SR5 2TA

Inspection date: 30 October 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Parents are confident that their children are happy and feel safe. Children demonstrate this, for example, as they move around the nursery with confidence and approach staff for support and reassurance. However, the provider, who is also the manager, has not ensured that the requirements for staff's qualifications in paediatric first aid have been met in full. Generally, staff provide a range of appealing activities and resources that are linked to children's interests. Older children eagerly join in adult-led activities, as well as leading their own play. Babies benefit from activities that support their development well, particularly in their communication and language development. However, staff's expectations for two-year-old children are, at times, too high. Teaching is not matched to their needs. They lose interest quickly during some activities because they do not have the prior skills and knowledge needed to successfully participate. For example, at story times, younger children who have not yet developed their listening and attention skills become restless and disrupt others. Staff have a positive and consistent approach to managing behaviour that helps children to learn right from wrong.

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

- Two staff hold a full paediatric first-aid qualification. However, the manager does not ensure that one of them is always present on the premises and on outings. All other staff hold a qualification in emergency paediatric first aid, which minimises the potential impact on children's safety and welfare.
- Provision in the 'big room', for children over two years, does not consider the needs of the youngest children well enough. Children who are new to this room do not have enough support from staff during self-chosen play. For example, they wander in the room or sit on staff's laps while older children play and join in activities.
- Group activities in the 'big room' do not match the learning needs of all children taking part. They are focused on the learning needs of older children and are, therefore, too challenging for younger children. Younger children's learning is not supported well enough at these times. They become bored and restless when they must wait for adult support.
- Older children are confident and curious learners. They show good imaginative skills, for example, as they build structures with wooden planks. They cooperate with their friends to solve problems and share ideas during play.
- Activities in the baby room are planned well and support children to make good progress in all areas of learning. Staff in this room demonstrate a secure understanding of how to promote children's early speaking skills through effective interactions. Babies enjoy taking part in a range of songs and stories that help to promote their communication skills. Young babies respond with babbles and gurgles, and toddlers begin to use two-word phrases.

- Staff, generally, support children's development in mathematics well. For example, children compare the size of bottles when making skittles and count-out ingredients while making biscuits.
- Children benefit from nutritious meals and plenty of exercise. For example, they enjoy singing and dancing games in the outdoor area. Well-established routines, such as regular handwashing, help children to learn how to keep themselves healthy.
- Children explore the similarities and differences between people and learn about the needs and feelings of others. For example, older children learn about the different dietary needs of children in nursery. Staff use stories effectively to encourage children to express and understand their emotions and frustrations.
- The manager is aware of some weaker aspects of practice and has plans in place to address these. Recent changes have had a positive impact on teaching. For example, staff have undertaken some professional development. This has helped them to more effectively support those children who need more support with their communication and language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have appropriate knowledge of the signs that may indicate that a child is at risk of harm and they understand their responsibility to record and report concerns. Staff would not hesitate to report concerns about other members of staff to the designated lead for safeguarding in the nursery. Recruitment procedures and ongoing checks help to ensure that staff are suitable for their role. The impact of the failure to meet the requirements for paediatric first aid is minimised because all staff have completed emergency paediatric first-aid training. They know how to deal with an accident or injury to a child.

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 there is always a member of staff present, including on outings, who holds a full paediatric first-aid qualification	01/12/2019

ensure that staff fully consider the needs and abilities of children, particularly those aged two, and use this information to provide enjoyable and challenging experiences for them, and help children to develop their skills and knowledge across all areas of learning.	01/12/2019
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To further improve the quality of the early years provision, the provider should:

- minimise the times when children become restless and disrupt others, for example, by ensuring that group activities are appealing and appropriate for all children taking part.

Setting details

Unique reference number	EY341686
Local authority	Sunderland
Inspection number	10128241
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 9
Total number of places	43
Number of children on roll	82
Name of registered person	Siblings Nurseries North East Ltd
Registered person unique reference number	RP909977
Telephone number	0191 5166455
Date of previous inspection	9 September 2016

Information about this early years setting

Siblings Private Day Nursery registered in 2006. The nursery employs 13 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including one with early years professional status. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Clare Wilkins

Inspection activities

- The manager gave the inspector a tour of the premises and talked about how the nursery is organised and the curriculum that is followed.
- The inspector observed activities indoors and outdoors. She assessed the quality of teaching and its impact on children's learning and development.
- The manager and inspector met to discuss leadership and management. The inspector looked at a range of documents, including evidence of the suitability checks carried out on staff.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.
- The manager and inspector observed an activity and evaluated it together.

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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