

Inspection of Wickham Bishops Nursery

The Annexe, Wickham Bishops Village Hall, Church Road, Witham, Essex CM8 3JZ

Inspection date: 21 November 2019

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

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's safety and welfare are compromised. Staff do not have a secure enough understanding of the action to take in the event of an allegation or concern made against leaders.

Children are eager to attend the nursery. They feel safe and secure in their relationships with staff. Children are familiar with the nursery routines, such as finding their name card on arrival. Most children are confident to move to the resources available, when it is time to do so. Children understand the nursery rules and learn about hazards in their environment. Staff teach children how to identify risks, such as the need to check the gate in the outdoor area is secure and that the nursery phone is working.

Children enjoy the activities set out. For instance, they build towers with large blocks and enjoy knocking them down. Children concentrate as they thread breakfast-cereal hoops onto a cord and proudly show staff what they have achieved. They learn to listen to and respond to staff's requests and instructions, such as when it is time to tidy away the toys. During group activities, children are eager to watch staff use props to tell traditional tales.

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

- Leaders do not ensure that staff are confident with safeguarding procedures. They have not implemented effective methods to check that staff know when and how to contact external agencies. This affects staff's ability to protect children from harm.
- Staff have meetings with the manager and she is fully aware of the main pressures on them. However, the manager does not have a highly focused system in place to help staff to develop their individual teaching skills. Sometimes, staff do not adapt activities to ensure all children are able to participate fully.
- Partnerships with parents are good. Staff are committed to working together with them. They visit children in their own homes before they start at the nursery. This helps children get to know staff in their own familiar environment. Staff talk to parents about their child's interests and what they can do. Parents speak extremely positively about the nursery, commenting that they always recommend it to others.
- Staff support children to develop a suitable understanding of healthy lifestyles. Children enjoy being outdoors in the fresh air and are eager to gather the fallen leaves in the park. Staff provide parents with advice about which foods to include in their children's lunch boxes to encourage healthy eating. They help children to become independent in managing their personal needs, working with

parents to support children with toileting.

- Staff help children to take turns with popular items, for example, by introducing a sand timer to encourage children to wait. However, staff do not always support children to talk about or learn how to manage their own feelings.
- Children explore play dough with their hands and add items, such as leaves, twigs and sugar cubes. Staff talk to children as they investigate, and use picture books to prompt discussions. Children enjoy talking to staff about experiences they have outside of the nursery.
- Staff observe children as they play so that they know what they can already do. They continually build on this and provide activities that help children to gain the skills and knowledge they need to support the next stage in their learning.
- Staff support children with special educational needs and/or disabilities well. They provide targeted interventions using ideas from other professionals. For instance, staff use basic sign language with all children to help support those children with speech and language difficulties.
- Staff support children to discover and learn about the world around them. For example, they take children for walks in the environment, regularly visit the local luncheon club and arrange for visitors to come to the nursery. Staff have good links with the local primary school and work closely to support children with their eventual move onto school.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety is not assured. Staff have attended training and know the signs they must be alert to that may indicate a child is at risk of harm. However, they are not fully aware of how to report any child protection concerns about management, if they were to occur, to the appropriate agencies. Leaders follow safe recruitment procedures. They offer parents advice about how to help keep their children safe when using the internet and digital technology. Staff signpost parents to leaflets and provide activity ideas to help reduce the amount of screen time children have at home.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure staff have a secure knowledge of how to safeguard children, regarding the procedures to be followed in the event of an allegation or concern made against management, and to respond appropriately and in a timely way.	19/12/2019
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To further improve the quality of the early years provision, the provider should:

- focus support and coaching for staff on helping them to continually develop their teaching skills, particularly ensuring staff adapt activities so that children participate fully and remain engaged
- enhance teaching strategies to support children to understand how to manage their own feelings.

Setting details

Unique reference number	402028
Local authority	Essex
Inspection number	10127344
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	2 to 4
Total number of places	36
Number of children on roll	35
Name of registered person	Wakelin, Belinda Frances
Registered person unique reference number	RP513442
Telephone number	01621 892991
Date of previous inspection	13 November 2015

Information about this early years setting

Wickham Bishops Nursery registered in 2000. The nursery employs seven members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including two with early years professional status. The nursery opens from Monday to Friday during term time. Sessions are from 9.30am until 1pm on Monday and Wednesday, and from 9.30am until 4pm on Tuesday, Thursday and Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Karen Harris

Inspection activities

- The inspector had a tour of the nursery and made observations throughout the inspection of children's experiences in the nursery.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector evaluated the success of activities with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at a sample of the nursery's documents. This included evidence about staff's suitability and training.
- The inspector spoke to parents during the inspection and took account of parents' views.

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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