

Inspection of Flutterby's Daycare

Unit 2231 & 2232, Mill Hill Cp School, Crosby Road, Northallerton, North Yorkshire
DL6 1AE

Inspection date:

5 December 2019

Overall effectiveness

Inadequate

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

Children of all ages fail to thrive due to several breaches of requirements. These weaknesses have a significant impact on children's welfare and their learning and development. Staff meet children's basic emotional and care needs. For example, children seek out staff for comfort and cuddles if they are unsettled. Babies arrive happily and settle comfortably with familiar staff.

The atmosphere in the pre-school unit is chaotic and, at times, there are not enough staff to work with the children. As a result, the quality of the learning opportunities available to children is poor. For example, after lunch, staff clean tables and sweep the floor rather than interact with children. Children become bored and, at times, disruptive in their independent play as they have minimal adult direction. The curriculum is uninspiring and is not fully understood by staff. Children do not make good enough progress in all areas of their learning.

Staff make some observations of children's learning. However, they do not always understand what children need to learn next and how they can support children to learn new skills and knowledge. In addition, the process for completing the required progress checks for children between the ages of two and three years is not effective. This prevents children from receiving early intervention support if needed. The provider, who is also the nursery manager, does not ensure that all children have full access to their entitlement to early education. For example, some children require one-to-one support and additional resources to aid their learning. Due to limited staff, this extra help does not always take place. This has a significant impact on the most vulnerable children as their individual learning needs are not met.

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

- On the whole, children are settled and show they feel safe as they arrive happily and initially engage in play. However, due to a lack of stimulating learning experiences and activities, some children demonstrate poor behaviour and attitudes to learning. For example, when children get bored they run around tables in the pre-school unit. The environment becomes disorderly and noise levels increase. This has a negative impact on children's learning, and some children become unsettled. Also, some children do not show respect for the environment and throw resources around the room. This compromises safety.
- At certain times in the day there are not enough staff available to work with the pre-school children. As a consequence, children are not always appropriately supervised. Some children spend a long time in the bathroom, which often goes unnoticed by staff. Inadequate supervision significantly compromises children's safety and welfare. The lack of staff also has an impact on workloads and

compromises staff's well-being and morale. Staff say that they aim to meet children's needs. However, they are not adequately supported by the provider in order to do that effectively.

- The leadership and management of the provision are inadequate. The arrangements to support the professional development of staff, including that of the provider, are not effective. This has been a previous concern and the provider does not act promptly enough to address areas of concern. Teaching is poor and staff receive little support to enable them to fulfil their roles and responsibilities. This has a significant impact on all children's progress, particularly children with special educational needs and/or disabilities (SEND).
- The range of activities provided for children is limited and lacks focus. As a result, children are not consistently motivated to participate. For example, staff intended for children to learn about Christmas. Therefore, babies were provided with tinsel and baubles to explore, and pre-school children took part in Christmas crafts. Although these activities helped to promote children's creativity and exploratory skills, staff were unclear about what they wanted children to learn. As a result, children either left the activity quickly or chose not to join in. These limited learning opportunities have a significant impact on what children could be learning.
- Staff do too little to promote children's language and communication skills. For example, children enjoy the social experience of mealtimes. However, staff busy themselves with other tasks and do not join in with children's conversations. Children's language skills are not promoted consistently through regular singing, rhymes or story times.
- Partnership with parents is variable. Some parents report that they are kept well informed about their children's development and progress, and some are not. Effective procedures are not in place for the provider to help parents to support and extend their children's learning at home.
- Children benefit from access to an outdoor play area. They get excited as they run around and chase their friends, which helps to promote their physical skills. Children's physical development is further enhanced as they thoroughly enjoy their healthy lunch.

Safeguarding

The arrangements for safeguarding are not effective.

Staff, including the designated lead for safeguarding, do not demonstrate an acceptable knowledge and understanding of how to identify, understand and respond appropriately to signs of possible abuse and neglect. This compromises children's safety and welfare. In addition, the provider has not followed appropriate procedures when staff have been dismissed from the setting. As a result, children's safety and well-being are significantly compromised. Although staff have completed online child protection training courses, the provider does not assess the impact, or evaluate the effectiveness, of training undertaken. This does not support continuous improvement of the provision or promote continuous professional development.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
train all staff, including the manager/ designated safeguarding officer, to understand the safeguarding policy and procedures, and ensure that all staff have up to date knowledge of safeguarding issues. Training must enable staff to identify signs of possible abuse and neglect at the earliest opportunity, and respond in a timely and appropriate way	16/01/2020
comply with responsibilities under the 'Safeguarding Vulnerable Groups Act 2006', which includes a duty to make a referral to the Disclosure and Barring Service when a member of staff is dismissed	16/01/2020
ensure that minimum staff-to-child ratios are maintained at all times. Also, that staff are deployed effectively to supervise children at all times and ensure their safety. Give particular consideration to when pre-school children visit the bathroom	16/01/2020
implement effective and robust arrangements to support children with SEND, ensuring that their individual learning needs are consistently met through targeted interventions	16/01/2020

improve the procedure for reviewing the progress of children aged between two and three years to identify a child's strengths, and any areas where the child's progress is less than expected. Implement an effective procedure for sharing this information with parents	16/01/2020
improve the leadership and management of the provision and the arrangements for the supervision of staff, including the manager. Effective supervision should provide support, coaching and training for the practitioner and promote the interests of children. Supervision should foster a culture of mutual support, teamwork and continuous improvement which encourages the confidential discussion of sensitive issues.	16/01/2020

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

	Due date
ensure that staff develop a secure understanding of children's level of achievement, interests and learning styles to ensure they make the best possible progress	05/06/2020
improve the educational programmes across all areas of learning, particularly in relation to promoting children's communication and language.	05/06/2020

Setting details

Unique reference number	EY562919
Local authority	North Yorkshire
Inspection number	10130442
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 10
Total number of places	36
Number of children on roll	65
Name of registered person	Bolland, Heather
Registered person unique reference number	RP562918
Telephone number	07803801625
Date of previous inspection	Not applicable

Information about this early years setting

Flutterby's Daycare registered in 2018. The setting employs nine members of childcare staff. Of these, eight members of staff hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday all year round. Sessions are from 6.30am until 6.30pm. The provider receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elaine McDonnell

Inspection activities

- The inspection was carried out following a risk assessment after concerns were received about the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with children and staff throughout the inspection.
- A meeting was undertaken with the nursery manager where the inspector looked at relevant documentation, including the nursery's policies, children's learning information and evidence of the suitability of staff working in the nursery.
- The inspector obtained feedback from parents and took account of their 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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