

Inspection of Ibstock Day Nursery

Ibstock Community College, Central Avenue, IBSTOCK, Leicestershire LE67 6NE

Inspection date: 25 November 2019

Overall effectiveness	Inadequate
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety at the nursery is compromised. Some staff do not have an up-to-date knowledge and understanding of child protection issues to promote children's welfare effectively.

Children are happy and settled. As they arrive, children of all ages find their own name card and display this on the registration board. Children enjoy the activities available for them. They lead their own play and extend the activities according to their interests. For example, children play with paint and use toy vehicles to make marks. They show curiosity and begin to explore how the bottles dispense the paint. Children show pride in their achievements. For example, they celebrate when they correctly count the number of spots of paint on their picture. They develop the activity further as they begin to experiment with their handprints on the window. Children discuss that they cannot see out of the window and consider what they might need to do to help.

Staff have high expectations for children's behaviour. Children behave well. They follow the 'Golden Rules', such as being kind to their friends. Children have strong attachments with their key person. For example, when babies wake up from their nap, they snuggle up to familiar staff for comfort.

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

- Managers do not ensure that all staff have a suitable knowledge and understanding of child protection, including wider safeguarding issues. Weaknesses in induction and supervision arrangements mean that gaps in staff knowledge are not acted on swiftly enough.
- Staff gather information about children's starting points when they begin at the setting, and establish what children need to learn next. Staff know the children and follow their interests well to make their learning experiences enjoyable and engaging. For example, staff take children on a walk to collect sticks before listening to the story of the 'Stick Man'. Children show enthusiasm as they use the sticks they have collected to actively join in with the story.
- Staff give careful consideration to how children learn. They have made changes to the environment to better support children's development. For example, they have introduced different resources to deepen children's engagement. Overall, staff interact well with the children to support their learning. However, occasionally staff do not give children enough time to think and respond to their comments and questions, with their own ideas and suggestions.
- Staff complete some training to develop their practice. For example, staff have completed training in observing children's learning. Following this, staff now provide more individualised support for children.

- Managers and staff sensitively support children as they move through the nursery. The staff accompany the children during their settling-in visits to the new room. Managers lay out each room in a similar way so that children quickly feel comfortable with their new environment.
- Children demonstrate that they have respect for others. For example, while playing outside, children wait in line at the top of the ramp on their bicycles until it is their turn to come back down. Staff praise children for their cooperation with each other. Staff use a 'wow moment tree' so that they can celebrate children's achievements and positive behaviour with parents.
- Staff promote children's health and hygiene well. They encourage children to develop independence with self-care tasks, such as wiping their own nose. Children are encouraged to fill up their own water bottles.
- Staff successfully broaden children's experiences. Children travel by bus to visit the local market and choose the fruit they would like to eat at the nursery. This gives children opportunities to visit the local community.
- Staff frequently share useful information with parents. This includes information about current and future activities. Staff guide parents by providing information about what children are learning next, so that they can provide consistent support for children's learning at home. This has a positive impact on the progress children make.
- Managers have formed good partnerships with local agencies within the area, such as the speech and language team. They liaise well with other professionals, to provide targeted support for specific children. They provide focused activities, such as social communication groups, for children who have a speech delay.

Safeguarding

The arrangements for safeguarding are not effective.

Not all staff have an up-to-date knowledge and understanding of child protection issues. This includes being alert to wider safeguarding issues such as the 'Prevent duty guidance for England and Wales 2015'. Managers follow safe recruitment procedures to ensure staff are suitable to work with children. They make sure that all staff working with children have a paediatric first-aid qualification. There are appropriate procedures to monitor absences of children. Staff make sure the premises are secure to ensure children cannot leave unsupervised.

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 all staff are trained to understand the setting's safeguarding policies and procedures, and have an up-to-date knowledge of safeguarding issues	25/05/2020
introduce an effective induction process so that staff working with children fully understand their roles and responsibilities	25/05/2020
implement appropriate supervision arrangements for all staff to support their ongoing development	25/05/2020
develop a secure knowledge and understanding of the 'Prevent duty guidance for England and Wales 2015' in order to identify children who may be at risk of being exposed to extreme behaviours or views.	25/05/2020

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

- extend opportunities for children to think and respond with their own comments, suggestions and ideas during group activities.

Setting details

Unique reference number	EY454505
Local authority	Leicestershire
Inspection number	10064506
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	1 to 12
Total number of places	70
Number of children on roll	128
Name of registered person	Ibstock Community College
Registered person unique reference number	RP532033
Telephone number	01530 265829
Date of previous inspection	16 December 2015

Information about this early years setting

Ibstock Day Nursery re-registered in 2012. It operates from a purpose-built building on the site of Ibstock Community College, Ibstock. The nursery employs eight members of childcare staff. Of these, two members of staff hold an appropriate early years qualification at level 5, one member of staff holds a qualification at level 4 and five members of staff hold a qualification at level 3. The nursery opens Monday to Friday from 8am until 6pm, all year round. It provides funded early education for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Victoria Stone

Inspection activities

- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning. She completed a joint observation with the manager.
- The inspector completed a learning walk with the manager. She gathered information about how managers organise the nursery, and the play and learning experiences they provide for children.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector reviewed relevant documentation and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection 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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