

# Inspection of Toddington Nursery School

Toddington School, Stow Road, Toddington, Cheltenham GL54 5DU

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Inspection date: 15 January 2020

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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

The designated safeguarding leaders and manager do not follow the procedures to protect children. They fail to act on information about children's welfare that is brought their attention. Children's well-being is put at significant risk.

Staff working with the younger children do not have high enough expectations. They do not consider how they can support those children with limited vocabulary and communication skills to develop these further. As a result, children find it difficult to understand what they are doing next and become upset during routine changes. Younger children do not receive the support and challenge that they need to make the progress of which they are capable. Some children wander around and are not engaged in their play and learning. However, staff working with children in the pre-school room are skilled at engaging children and challenging them to learn. Older children are confident and keen to take part in activities. They excitedly estimate what colours they can make as they use their hands to mix paints.

Children develop secure relationships with the adults and other children in the nursery. Overall, children behave well. Older children are able to take turns and listen well to adults as they give instructions. Younger children learn to follow some rules and boundaries, such as sitting at the table for mealtimes.

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

- The designated safeguarding leaders and the manager do not ensure that they follow the procedures in place to safeguard children. They do not act on the information that they receive about children's welfare. This has a significant impact on children's safety and well-being.
- Staff do not consider how to support the younger children who have speech and language delays and communication difficulties. Some children find it difficult to understand changes to some routines, such as moving to another room for snack time. This unsettles children due to their limited understanding of what to expect next. Staff do not take action, as suggested by outside agencies, to support the younger children to develop their speech and language skills further, even when they have identified gaps in their learning.
- Staff work with parents to gain an understanding of children's development when they first attend the nursery. This helps staff to get to know children's capabilities. However, staff working with the younger children do not use their knowledge of children's individual needs to offer appropriate support and challenge.
- All children benefit from opportunities to have fresh air and exercise. Younger children enjoy playing ball games and using the ride-on toys. Older children enjoy taking part in weekly outdoor learning sessions, during which they follow

rules, learn to use tools and explore being creative in the natural environment.

- Staff working with the older children are skilled at encouraging children to think and make their own choices. Children enjoy group discussions as they plan their day. Staff encourage children to vote to make a decision when they cannot decide which outdoor area they would like to play in. Children confidently choose from resources that they would like to play with from the well-organised play environment. However, this is not consistent for younger children.
- Staff work closely with parents to meet children's emotional needs. Children in the younger room have their care routines followed closely, and staff are nurturing and comforting towards children. Older children refer to the timetable of the day so they can see how long it will be until their parents arrive, which reassures them and helps them to settle.
- Children in the pre-school room are inquisitive and curious. For example, they use a question board to ask questions that interest them, and staff support them work out the answers. When children questioned how pizzas are made, staff planned an activity where children were able to make pizza and find out the answers for themselves. This supports children to take active roles in their learning. However, this is not consistent throughout the nursery. Younger children are not engaged in their learning and staff do not plan activities that capture their interest and challenge them to learn. The manager, who is also the owner, has not identified the variable experiences that children receive across the two rooms.

## Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding leaders and the manager do not implement the safeguarding procedures effectively. This significantly compromises children's safety. The manager and staff carry out regular safeguarding training and they have procedures in place to follow. Staff know the procedures and are aware of their responsibilities to record and report concerns that they have about staff conduct and children's welfare. However, safeguarding leaders and the manager do not act on information that they receive to ensure that children are kept safe. The manager follows safer recruitment procedures to check that the adults working with children are suitable for their roles.

## 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:**

	<b>Due date</b>
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ensure that information about children's safety and welfare is acted on, following the local safeguarding partnership procedures	30/01/2020
review planning for the younger children to ensure that they are appropriately challenged and engaged in learning	30/01/2020
implement techniques to enable younger children to develop their speech, communicate and understand what to expect next.	30/01/2020

## Setting details

<b>Unique reference number</b>	EY548988
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10111181
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Toddington Nursery School Limited
<b>Registered person unique reference number</b>	RP532787
<b>Telephone number</b>	07867577658
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Toddington Nursery School registered in 2017 and is based in Toddington, near Cheltenham. The nursery is open from 8am to 6pm Monday to Friday, all year round, except for bank holidays, one week in August and one week at Christmas. The nursery is registered to accept funding for the provision of free early education for children aged two, three and four years, including the extended 30 hours offer. Nine members of staff work with the children, two of whom hold qualified teacher status. There are two members of staff with qualifications at level 4 and four with qualifications at level 3.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- The manager gave the inspector a tour of the nursery and explained how the curriculum is delivered.
- The inspector carried out a joint observation of an activity with the manager and discussed its effectiveness.
- The inspector looked at a sample of documentation, including evidence of staff's suitability and qualifications.
- A meeting was held with the manager.
- The inspector spoke with children, their parents and staff to take account of their experiences and views.
- The inspector observed staff interactions with the children and the impact of these on children's learning.

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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