

# Inspection of Werneth Nursery & Preschool

19 Cambridge Street, Oldham, Lancashire OL9 7BU

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Inspection date: 28 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

Inadequate

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Leadership is inadequate. The provider has recruited staff without completing the required recruitment and vetting checks, which compromises children's safety. The provider is unaware of some of the weaknesses in the setting. She has not checked that all requirements are met. Since the last inspection, there have been some improvements to the quality of education and the provider is committed to achieving her vision. However, not enough has been done to achieve a good standard. Staff receive some mentoring and training from the provider, although the support staff receive is not tailored to their individual needs. This means the educational programme, particularly regarding communication and language and mathematical development, requires improvement. The combination of failures is due to poor leadership.

The provider and relatively new staff team are genuinely passionate about the needs of children. Staff work well together and try to plan an exciting curriculum. For example, staff use a book of the week and weave in activities to complement the book. Staff provide a sensory dough activity for children to make 'pink pig' characters from the story. Children initially enjoy this. However, when it begins to snow outside, their inquisitiveness is ignited. Staff fail to build on this new and exciting learning opportunity and go with children's curiosity in the snow. Staff allow children to look at the snow for a brief period and then quickly usher them back to the dough activity. Children lose interest in playing with the dough and the rich opportunity for learning is lost. Planning and activities do not fully support all children's learning needs. Nonetheless, children are happy and arrive eager to play and explore. They build strong attachments with their key person and develop good relationships with others. Consequently, children feel safe and secure. However, children's safety is superficial due to weaknesses in the safeguarding requirements.

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

- The provider has not ensured that all staff are suitable to work with children. This means that children's safety cannot be assured. The provider spends time working alongside staff and offers some basic support. However, not enough is being done to coach individual staff and provide them with effective feedback on their practice. Training is not prioritised to help staff to gain the skills they require for their roles and help raise the quality of education to a good level.
- Although staff plan some meaningful activities and play with children, some staff lack a firm knowledge of how young children learn. Therefore, although they are well qualified, they do not implement consistently good-quality teaching. Staff communication and interactions with children are not good enough. For example, staff fail to ask challenging questions and pre-empt children's

responses to the questions that they do ask. At times, staff use incorrect vocabulary. This does not help children to learn to speak correct English, particularly those who join the setting with lower than expected levels of communication and language.

- Staff do not always challenge children to make the progress they are capable of. Additionally, group activities do not capture what children need to learn next. This means that gaps in some children's learning are not closing as quickly as they could. Children who are being prepared for school are taught incorrect mathematical language and terminology. For example, staff teach older children that spheres and oval-shaped spiders on a display board are circles. Furthermore, staff teach children incorrect colour names. This does not support children in readiness for future learning.
- Some useful self-evaluation is in place and staff now take account of parents' views. Since the last inspection, some improvements have been made. Staff are supported to manage their workload and children behave well. For example, they listen to instructions and follow routines of the day. Children walk safely across the road to the outdoor play area. All children know to put on high-visibility jackets before playing outdoors. Younger children wash their hands before helping themselves to a healthy snack. The strategies implemented to support children's good behaviour have been effective. Children particularly enjoy taking home 'Bella the Bear' as a reward. Staff have worked hard to enhance the environment. This means children have opportunities for active learning. Children are creative and imaginative. Younger girls play with a doll's house and engage in animated role play with their friends. Children have opportunities to develop mark-making skills. Boys enjoy using various writing tools and equipment. However, self-evaluation has not been fully effective to help to improve the setting as a whole and ensure consistently high standards.
- Partnerships with parents are strong. Staff have introduced more effective ways to share information with parents. For example, they use social media and an 'interest book' with ideas for learning at home. Parents praise the provider for making the provision accessible for children and families in the community. Bilingual staff communicate in both English and children's home languages. This means families from a diverse range of backgrounds are involved and included.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management place children at risk of harm. That said, staff have a secure understanding of what to do should they have a concern about children's safety or welfare. They know how to respond to any concerns about the conduct of a colleague, including the provider. All staff understand some of the wider aspects of safeguarding which could affect local children and families. The provider ensures staff complete mandatory training in child protection and paediatric first aid. This means they have the skills needed to deal with any concerns or in the event of an emergency. Risk assessment of the premises is thorough. The premises are secure and the environment is well maintained.

## 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>
ensure safer recruitment procedures are followed to make sure that suitability and vetting processes are completed for all staff working at the setting	19/02/2020
provide a stimulating, purposeful educational programme, particularly in relation to mathematics and communication and language, to help close gaps in children's learning and support them to make good progress	26/02/2020
ensure curriculum planning is based on individual children's interests, prior knowledge and skills, and focuses on what they need to learn next	26/02/2020
put appropriate arrangements in place to support, coach and train staff, to enable them to fulfil the requirements of their roles.	26/02/2020

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

- strengthen the organisation of group activities to engage and interest all children, supporting them to be motivated and keen learners who are willing to participate
- improve self-evaluation to identify areas of weakness and address areas for improvements, ensuring all requirements are met.

## Setting details

<b>Unique reference number</b>	EY561983
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10128802
<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>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Tabasum, Tanzeela
<b>Registered person unique reference number</b>	RP561982
<b>Telephone number</b>	07451477623
<b>Date of previous inspection</b>	9 October 2019

## Information about this early years setting

Werneth Nursery & Preschool registered in 2018 and is located in Oldham. The setting opens from 9am to midday and then from 12.30pm until 3.30pm, Monday to Friday, during term time only. It employs four members of staff, all of whom hold a recognised childcare qualification at level 2 or above.

## Information about this inspection

### Inspector

Layla Davies

### Inspection activities

- The inspector and the provider completed a learning walk to gain an understanding of how the curriculum is organised.
- A joint observation of teaching was evaluated by the provider and the inspector.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- A sample of documents were reviewed. This included evidence of staff suitability, training and paediatric first-aid certificates.
- The inspector and the provider held regular discussions during the inspection.
- The quality of education was observed indoors and outdoors.

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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