

# Inspection of Newhouse Nursery

144 Newhouse Road, Blackpool, Lancashire FY4 4JN

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Inspection date: 28 January 2020

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

There are differences in the quality of care and education across the nursery. Children in the toddler room, in particular, do not receive care and education of a consistently good standard. The nursery has expanded rapidly since registration and has been through some significant changes in the last 12 months. There have been changes to management arrangements, staffing, and the organisation of groups of children and their rooms. This has contributed to some practices and procedures not being securely embedded. Some staff are still establishing their roles and responsibilities. While there are enough adults to meet legally required ratios, staff skills and experience varies. This impacts on their ability to meet children's needs consistently well.

In the toddler room, planning is insecure. While staff provide some interesting activities for children, they do not all know how best to support children's learning or help them understand expectations for behaviour. There are times when children in this room experience a disorderly environment, which hinders their learning. Teaching is stronger in the baby room and the pre-school room. Pre-school children are confident. They mostly understand the routines and what is expected of them. They progress well following their move from the toddler room. They demonstrate how safe they feel in their small group as they play with special friends and communicate confidently with staff. Babies show the close bonds they have made in their cosy room with their key staff. Staff plan some exciting activities designed to stimulate their senses. As a result, some children are eager to explore and enjoy their learning.

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

- Leaders have a clear understanding about what needs to improve. They are well aware that increased monitoring and guidance is required, particularly in the toddler room. This is to help staff embed more effective routines and ways of using the environment to better support children's care, learning and development, following the recent changes made. They are already planning how best to utilise managers' time to achieve this. The capacity of leaders to make the required improvements is good.
- Some of the well qualified and experienced staff support children's well-being and their learning effectively. In some rooms, less experienced staff are suitably supported. However, in the toddler room staff are not always effectively deployed to meet the needs of the children. Occasionally, staff focus too much of their time on domestic tasks and children's care needs are sometimes overlooked. For example, staff do not always notice when children do not have drinks or cutlery, need help to learn how to respond to their runny noses or change out of wet clothing after water play.

- Staff caring for babies are experienced and understand how babies learn. They have created a friendly, relaxed environment. The small, cosy room allows babies to freely explore while closely supervised. Staff know each baby very well and plan activities which inspire them to get involved. For example, babies excitedly say 'wow!' as they notice staff providing sand with toy dinosaurs for them to explore. Staff give close attention to babies' learning. They introduce and repeat interesting words, such as 'stomp', to help expand children's vocabulary as they play.
- In the pre-school room, staff plan and create an orderly environment where children learn the skills and types of behaviour which will support them when they move to school. Staff teach children how to sit and listen during carpet-time sessions. Staff also encourage a love of books and stories. Children listen with interest and join in with repeated phrases and rhyme when staff pause to encourage a response. Staff also promote children's mathematical skills well, such as simple calculation. They support children to count how many children are present and how many there will be when one more friend arrives.
- Staff know all the children in nursery well. However, they do not always make the best use of what they know children can do, to plan the best ways of supporting and challenging them to make the progress they are capable of. For example, staff in the toddler room know that particular children find it difficult to sit and join in with large-group activities but do not provide additional support. They sometimes allow the most confident or boisterous children to dominate activities. Additionally, staff know that many of the pre-school children are very capable of thinking and doing for themselves. However, they do not always challenge them to follow through their own creative and experimental ideas, such as mixing different colours of paint, or water with sand.
- Despite some concerns about the quality of experiences in the toddler room, most parents are satisfied with the nursery provision. Parents comment how much children's confidence grows when they move up to the pre-school room. Parents value the flexibility of some of the services provided. Leaders have recently improved some communication methods. Parents of babies receive a detailed daily diary to help them understand their baby's needs when they arrive home.

## Safeguarding

The arrangements for safeguarding are effective.

Despite some weaknesses in the way staff organise their care of toddler children, they are vigilant, which helps to keep children safe. Staff know what to do if they have any concerns about a child's safety. They are suitably trained in safeguarding matters and confidently discuss their awareness of child protection issues. Following a recent concern, the provider has taken prompt action to review and tighten management procedures related to allegations. These are now clearly understood by leaders to help better protect all children and staff. Staff understand risks when taking children out into the community. They make good use of the six-seat buggy to transport babies safely. There are good security measures in place

which help keep all children safe.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure that staff are suitably deployed, taking into account their qualifications, experience and skills, in order to meet the needs of all children and deliver care and education of a good quality	24/03/2020
train and support staff to improve the planning and organisation of care and learning experiences for children in the toddler room.	24/03/2020

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

- improve staff's awareness of the ways they can better support children to understand and meet expectations for behaviour
- improve staff's understanding of the importance of helping children learn how to practise good hygiene and self-care
- increase opportunities for children to become creative thinkers who can follow their own thoughts and ideas to help improve their independent learning.

## Setting details

<b>Unique reference number</b>	EY563258
<b>Local authority</b>	Blackpool
<b>Inspection number</b>	10143420
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 8
<b>Total number of places</b>	55
<b>Number of children on roll</b>	70
<b>Name of registered person</b>	Childs-Play Limited
<b>Registered person unique reference number</b>	RP909853
<b>Telephone number</b>	01253693998
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Newhouse Nursery registered in 2018 and is run by Childs-play Limited. It is situated in Blackpool. The nursery employs 15 members of childcare staff. Of these, 12 hold an appropriate early years qualification at level 2 or above. The manager holds an early years degree. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Rowley

## Inspection activities

- The acting manager and inspector completed a learning walk around the nursery.
- The inspector held discussions with managers and staff at appropriate times during the inspection.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector jointly observed and evaluated activities in each of the three rooms with the acting manager.
- Consideration was given to parents' comments.
- A meeting was held with the local adviser.
- The inspector viewed relevant records and checked evidence of the suitability of staff working with children.

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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