

# Inspection of All Aboard Nursery

Whitfield House - Ground Floor, Stockport SK3 0AD

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Inspection date: 29 June 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is inadequate

The manager does not make sure that children's care and learning needs are met. There are occasions when young children repeatedly express to staff that they do not want to have a sleep. However, staff do not consider their wishes and return them to bed. This causes children to cry and does not promote their well-being. Some staff do not explain to children what they want them to do and why. For example, they pick children up and carry them indoors to take them to their parents, without speaking to them. This does not support children to develop good communication and language skills. They do not learn to follow instructions or make decisions for themselves.

Staff do not provide engaging and exciting learning opportunities that help children to make progress. Children aged two and three years sometimes wander without purpose because there is so little of interest for them to do. The play space is divided into small areas. The manager has reorganised the nursery's equipment and resources, in response to COVID-19 (coronavirus). Most learning resources are now stored away from the playrooms and there is a rota for cleaning them. This has reduced the risk of infection but has also reduced learning opportunities for children. Parents are pleased with the nursery's management of COVID-19 risks. They understand and support the manager's reasons for asking parents to stay outside the building.

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

- The manager does not help staff to improve their professional skills and knowledge effectively. This is because her own understanding of how to provide a good quality of education is poor. There is also a high level of staff turnover and some staff appear uninterested in their work. This affects the potential for the nursery to improve.
- The manager arranges training for staff. For example, they learn about using visual support materials to promote children's communication development. Staff spend time making visual prompts, such as a 'today' board. However, the manager and staff do not understand the intended impact of the training on children's learning. The plans are forgotten and the 'today' board stays empty. Consequently, the training does not benefit the development of children's communication, and improve the quality of education, as intended.
- Weaknesses in the quality of education affect every child. This includes children who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language. Staff do not know their key children well enough to assess their progress accurately or to quickly identify gaps in their development. When children have a targeted learning plan in place, the manager does not share it with the team. This means that agreed strategies to

promote children's progress are not followed and children do not make the progress they are capable of.

- Staff plan mundane activities that provide little challenge for children. For example, they read a book to pre-school children. The story is about how colours can help to describe emotions. Staff cut short children's conversation and move on too quickly to other activities, such as to glue and stick coloured scraps of paper. Staff do not build on the skills that children already have and children learn nothing new.
- The manager's understanding of how children learn is poor. Children aged two and three years are often restricted to small, poorly resourced, partitioned sections of the room. A water tray is fenced off for most of the day and children can only play in it when staff take them to it. This prevents children from exploring resources and leading their own play and learning.
- Staff do not make sure that toys are well maintained and complete. They provide three-year-old children with a construction toy, but do not check that there are enough nuts and bolts to build with. This prevents children from finishing their models and they leave the pieces spread across the floor. This does not support children to develop positive attitudes to learning.
- Babies are cared for in a separate room. They have consistent key persons and demonstrate that they feel secure. Babies' individual care is tailored to their needs. Information about children's care routines and what they have been doing at nursery is shared between the setting and parents via an online system. This helps to promote continuity for all children. Parents say they like seeing digital photos of children during the day.
- All of the children in the nursery experience regular outdoor play and this helps to promote their physical development.

## Safeguarding

The arrangements for safeguarding are effective.

Staff attend safeguarding training and know the nursery's child protection procedures. They understand that they must report suspected abuse of children to the manager or deputy manager. Staff know what to do if they are concerned that colleagues' behaviour puts children at risk of harm. The manager gathers and shares information about children's allergies to particular foods. Staff implement well-established strategies to keep this food and drink separate. Parents feel well informed about how the nursery handles their confidential information.

## 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>
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implement an effective key-person system to tailor each child's care and education to meet their individual needs	27/07/2021
implement effective arrangements for the supervision of staff, that promotes continuous improvement in the quality of learning and development experiences provided for children	27/07/2021
enable staff to provide an exciting and appropriately challenging curriculum, that builds on what children know and can do so they make good progress	27/07/2021
enable staff to meet the unique needs of children with special educational needs and/or disabilities, and children who speak English as an additional language, so that they make the best possible progress.	27/07/2021

## Setting details

<b>Unique reference number</b>	EY546936
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10195363
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	54
<b>Name of registered person</b>	Jones, Emma Jane
<b>Registered person unique reference number</b>	RP546935
<b>Telephone number</b>	01614809978
<b>Date of previous inspection</b>	9 December 2019

## Information about this early years setting

All Aboard Nursery registered in 2017. The nursery employs 14 members of childcare staff. Of these, seven hold qualifications at level 3 and one member of staff holds a qualification at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Susan King

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector held meetings as needed throughout the inspection. They carried out a learning walk of the nursery and conducted a joint observation of teaching.
- Telephone interviews with two parents and carers were conducted by the inspector. One parent spoke with her on site. The inspector took account of their views.
- The inspector talked and played with children. For example, she helped pre-school children to count the eyes on their colour monsters.
- The inspector sampled documentation used in the nursery. For example, she examined records of medication administered to children. The inspector checked evidence of the suitability of staff working in the nursery.

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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