

Inspection of Safe & Sound Nursery & Kidzclub

3 Sudell Road, Darwen, Lancashire BB3 3HD

Inspection date: 15 June 2021

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

Children's unique needs are not sufficiently met at this setting. Younger children, specifically, are not adequately considered. Staff plan exciting, tailored activities for older children and consider how best to support these children with their learning and development, as well as the transition to primary school. However, younger children are not catered for to the same level. For instance, younger children become bored and irritated during group activities as these are solely designed for their more advanced peers.

Children's behaviour is not good. Staff do not help children to build an understanding of the difference between right and wrong. They do not consistently implement behaviour expectations or boundaries for children. As a result, the environment is often chaotic and not conducive to learning.

Staff build close bonds with children. This supports children to feel comfortable within the setting. For example, children approach staff for cuddles and smile brightly when staff praise their creative efforts. Children particularly enjoy outdoor play. They excitedly access the play vehicles and happily run around playing imaginative games with their peers. Staff help older children to identify different numbers in the outdoor environment. For example, children match different numbered play equipment to the numbers on their water bottles. Older children are largely successful at this and show pride when they answer correctly.

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

- The provider does not ensure staff understand how to provide an appropriate curriculum that meets the learning and development needs of the mixed age range of children who attend the setting. As a result, the quality of education for the youngest children is poor. For example, while playing outside younger children become frustrated when staff repeatedly deny them access to the same play areas and activities as their older peers. Staff fail to recognise the adaptations needed to involve the younger children. However, older children show embedded learning as they recognise familiar letters and numbers. They know their own names in written form and confidently begin to spell the names of their peers. This helps children to begin to prepare for the transition to primary school.
- Lunch time is disorganised and does not promote children's personal development. Children scramble to eat their food and are not encouraged to wait and eat with their friends. As a result, the older, more efficient eaters finish their food and go off to play before some of their peers have even begun. Consequently, slower eaters and younger children miss out on some planned activities after meals and do not have the same social experiences at mealtimes

as others. Children eat food other children have dropped on the floor and are not encouraged to sit on their chairs properly, resulting in them falling.

- Leaders and staff do not adequately reflect on how their own practice could be adapted in order to improve the quality of education for children of all ages. They do not identify, or act on, when children become distracted and disengaged during some activities, especially when they continue for an inappropriate period of time. Staff observe one another's practice and make suggestions on how activities can be changed to be more exciting and engaging. For instance, by adding new resources and introducing visual aids and songs during circle time.
- Children do not always show respect for one another or staff. Staff often ignore when children do not follow rules and do not appropriately address poor behaviour. As a result, children are not consistently learning how to deal with minor altercations with their peers. Children become frustrated and angry which leads to a disorderly learning environment for all. Staff do not effectively help children to manage these periods of high emotion.
- Parents value this setting. They particularly appreciate the strong communication links they have with staff. This was helpful for parents especially over the Covid-19 (coronavirus) pandemic. Parents are thankful for the relationships their children build with staff as this makes them feel less anxious about leaving their children in the care of someone new.
- Children comment that they 'like nursery'. They enjoy showing off their creations to staff, who they have formed good bonds with. Staff use praise effectively to help support children's sense of pride.

Safeguarding

The arrangements for safeguarding are not effective.

The provider, who is also the designated safeguarding lead, does not effectively implement the safeguarding policies and procedures in place. The provider fails to share relevant, important safeguarding information with other professionals working with vulnerable children. As a result, outside agencies are not always made aware of children's behaviour that cause concern. The provider and her staff risk assess the environment well. They put effective systems in place to help ensure the security of the premises. All visitors are verified via camera before being granted entry to the premises, this helps to support children's safety.

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 staff consistently and appropriately manage children's behaviour in order to help keep children safe from harm	25/06/2021
ensure safeguarding procedures are implemented effectively and all relevant safeguarding information and causes for concern, are shared with the appropriate outside agencies without delay	25/06/2021
ensure all staff understand how to provide an appropriate curriculum to support the differing learning and development needs of a mixed age group of children.	25/06/2021

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

- support staff to effectively evaluate one another's practice to identify areas for development to improve the quality of education.

Setting details

Unique reference number	EY563428
Local authority	Blackburn with Darwen
Inspection number	10191145
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 9
Total number of places	26
Number of children on roll	0
Name of registered person	Safe & Sound Childcare Services Ltd
Registered person unique reference number	RP563427
Telephone number	07715590138
Date of previous inspection	Not applicable

Information about this early years setting

Safe & Sound Nursery & Kidzclub registered in 2018. The nursery opens Monday to Friday all year. Sessions are from 8am until 6pm. The nursery employs two members of staff, one of whom holds a relevant level 5 early years qualification, and the other holds a relevant level 2 early years qualification. The nursery offers funded early education for two-, three- and four -year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

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 their evaluation of the provider.
- The provider and the inspector had various leadership and management discussion throughout the inspection.
- During a learning walk, the provider and the inspector discussed the curriculum offered and the impact this has had on children's learning and development.
- The inspector scrutinised relevant documentation, including, staff qualifications, first-aid certificates and documents to ascertain the suitability of staff.
- Children and parents shared their feedback and experiences of the setting with the inspector, which were considered.
- The quality of education was observed and evaluated by the inspector and the provider during a joint observation of practice.

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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