

# Inspection of Thrybergh Childrens Day Nursery

St Peters Church, Oldgate Lane, Rotherham, South Yorkshire S65 4JL

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Inspection date: 29 June 2021

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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 behave well and feel settled in staff's care. However, their safety is not maintained. Deployment of staff is not always effective to ensure children receive the care and attention needed to meet their individual needs. Since the COVID-19 (coronavirus) pandemic, changes have been made so that parents do not enter the provision. Children are now dropped off and collected from different entrances. However, security procedures are not consistently followed by staff. Some newer staff lack awareness of how to identify and protect children from radicalisation, extremist views and behaviours. This means children are not protected from potential harm.

Staff working with the youngest children do not identify and support children to learn appropriate skills and knowledge. Staff working with older toddlers identify children with speech and language delays. They work with outside agencies and use information from other professionals when writing individual educational plans for these children. However, they do not use this information when planning activities. For example, staff explain the purpose of an activity is to support children's awareness of animal habitats. Children are not at this level of understanding and there is no focus on supporting their speech and language skills. Children over the age of three engage in more purposeful learning experiences because staff understand what they want children to learn. During adult-led activities, staff split the older children into smaller groups. This enables staff to support children effectively to concentrate as they engage in developmentally appropriate experiences.

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

- There are a high number of children with special educational needs and/or disabilities in the nursery. Staff understand the potential impact the use of dummies has on children's developing speech and language skills. However, staff do not do enough to discourage their use.
- Staff do not always take account of children's prior knowledge and skills when planning activities for toddlers. This results in activities not always being pitched at the right level for children's needs and abilities. For example, during a daily planned activity, staff talk to the children about the days of the week and the date. When discussing the date, the young children have no concept of numbers up to 29. The activity is not developmentally appropriate, so they lose focus and rarely speak.
- Children are happy and behave well. However, their health and well-being are not protected. Children's runny noses sometimes go unnoticed by staff. Babies are supported to appropriately wash their hands prior to lunch. However, due to the numbers of babies having their hands washed, this takes considerable time.

This results in babies becoming upset as they sit waiting for their food. While there are more than enough staff working with children, their deployment is poor, and the environment becomes chaotic. Staff confirm the food always comes in too hot, resulting in children having to wait even longer. Staff sing with the children while they wait. However, this is more of a holding activity rather than a quality learning experience. Staff also place the food bowls directly onto the floor as they serve the food. This does not demonstrate good health and hygiene routines to protect children's well-being.

- Staff supervisions are in place. However, weaknesses in staff practice, including the implementation of policies and procedures and the quality of education, have not been identified by management. Staff are therefore not receiving relevant support to improve their knowledge, skills and practice. Children are not consistently benefiting from good-quality care and learning experiences.
- Staff working with pre-school children have clear plans in place to support children's understanding of naming and sounding out letters of the alphabet. Children show knowledge as they identify the different sounds associated with a range of simple words. Staff support children to learn how to hold their pencils properly when they practise their developing writing skills.
- Parents explain that their children enjoy attending the nursery. They confirm that they are kept well informed about their children's progress and development. Parents explain how staff are supporting their children to develop confidence and independence.
- Staff working with pre-school children identify how they use funding wisely for children in receipt of early years pupil premium funding. Staff review children's development to identify areas where they are not making quite as much progress. They then use funding to increase resources in these areas. Staff make use of these resources when planning future activities, enabling these children to catch up in their learning.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The premises are securely maintained by keypad entry locks and outside gates have bolts to secure them. However, staff fail to bolt the gate while a child is being collected, leaving other children playing by the now unsecured gate. This does not ensure children's safety. Children are not always adequately supported by staff. While staff are aware of how to record and respond to minor accidents, these procedures are not always followed. At inspection, a baby toppled forward, bumping their head. Staff did not follow procedures appropriately. Staff are aware of the procedures to follow if they have a concern about a child or a staff member. However, while experienced staff are aware of the indicators of abuse, recently appointed staff are unfamiliar with 'Prevent' duty guidance. This means that these staff are unable to identify if children are at risk from radicalisation and extremist views.

## **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 all staff adhere to the security measures in place to keep the outside areas fully secure	30/06/2021
ensure all staff have a clear knowledge of 'Prevent duty guidance for England and Wales'	30/07/2021
ensure deployment of staff is effective so that children are adequately supervised and supported in their care, learning and development	30/07/2021
ensure good hygiene practices are consistently implemented, with specific regard to serving food in the baby room and identifying and responding appropriately to children when they have runny noses	30/07/2021
improve supervision of staff to swiftly identify weakness and inconsistencies in their practice and understanding of procedures, so that the relevant support, guidance and training can be provided	31/08/2021
ensure staff identify, plan and deliver developmentally appropriate experiences to support children's individual learning needs	31/08/2021
ensure staff consistently support younger children's communication and language skills.	31/08/2021

## Setting details

<b>Unique reference number</b>	2499653
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	10191418
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	125
<b>Number of children on roll</b>	152
<b>Name of registered person</b>	Harnel Ltd
<b>Registered person unique reference number</b>	2499652
<b>Telephone number</b>	01709911911
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Thrybergh Children's Day Nursery registered in 2018. The nursery employs 24 childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery opens 7.30am to 6pm Monday to Friday, all year round, except for bank holidays and Christmas week.

## Information about this inspection

### Inspector

Melanie Arnold

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk where the manager explained the skills and knowledge she wanted children to learn.
- The inspector spoke with several parents during the inspection and took account of their views.
- The inspector spoke with the provider, the manager, staff and children during the inspection.
- The inspector and the manager carried out a joint observation, evaluating the quality of education during a planned activity.

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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