

# Inspection of Rosebridge Private Day Nursery

11 Holt Street, Wigan WN1 3HD

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Inspection date: 2 July 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

Good

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

### **The provision is inadequate**

A poorly designed curriculum, unacceptable standards of care and weak leadership have resulted in this setting failing to provide children with a good quality of education. Far too often, children wander around and lack concentration as they do not engage in purposeful activities. Despite children being eager for interaction with adults, staff do not interact effectively with them to promote their learning and well-being. Expectations for children's behaviour are inconsistent and children are not clear what is expected of them. They do not always respond to instructions or learn how to behave in safe ways.

There are insufficient staff to meet the needs of the children present. Daily routines and other staff and management duties take them away from the children. For example, when staff caring for babies leave to change a nappy, the remaining babies are left in an area for older children and without support. When the manager prepares lunch or answers the door or telephone, this leaves one staff member with more children than requirements allow. This has a significantly negative impact on children's learning and well-being.

Due to the COVID-19 (coronavirus) pandemic, parents do not enter the setting. Many children adapt well and enter happily. Staff verbally share details with parents about their children's day. Written information is sometimes given to help parents support children at home. Parents spoken to say their children are happy to attend and they are satisfied with the care that their children receive.

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

- The provider has failed to sustain improvements made at the time of the previous inspection. Many of the weaknesses identified during this inspection have been raised with the provider before. Self-evaluation is weak and does not highlight areas to improve. Low expectations of teaching mean that the manager does not identify or address poor practice effectively to help staff improve. The manager fails to provide an environment where children's needs are met.
- Ineffective staff deployment has a negative impact on children's emotional well-being and progress. Children are not adequately supported. Babies are sometimes left sitting in high chairs. Children who are upset are left to cry for prolonged periods, and other children wander around the room rather than engaging in purposeful play.
- Children are not provided with a curriculum which meets their learning needs. Activities are not well planned or implemented and lack purpose. For example, staff simply watch children push toy cars without a clear understanding of what they want children to learn. Children are not supported to gain the knowledge and skills they need in readiness for their future move to school.

- Teaching does not target children's next steps in learning as staff fail to match activities to children's stages of development. For example, staff explain the names and number value of coins to two-year-olds who have not gained language skills or an understanding of number. Staff do not help children to practise, consolidate or extend their learning. Some children are not supported to keep up. Gaps in children's learning do not close quickly enough. Children do not make the progress they are capable of.
- The focus on children's communication and language development is insufficient. Staff do not model words and speaking with babies well. They read books and sing songs too quickly, without focus on allowing babies to hear and copy words. Staff do not always recognise that dummies prevent children from developing effective communication skills. Too often, staff do not engage children in conversations. Some staff do not interact with children, such as by asking them questions or encouraging them to think. Some children's speaking skills and vocabulary are poor.
- Staff do not show a good understanding of how to meet the needs of babies and young children. They often focus on one baby at a time, which means other babies are ignored. Babies often stare ahead, without stimulation or adult interaction. This has a negative impact on their personal and social development, and their emotional well-being.
- The emphasis placed on developing children's independence and good social skills is weak. While older children brush their own teeth and use forks to eat, not all children are supported to learn how to wash their own hands. For example, staff sanitise babies' hands for them at lunchtime. In addition, children become very restless as they wait far too long at the table while staff prepare lunch. Staff tell children to keep still when they turn around in their chairs or get up. They fail to identify that the children have been sitting and waiting for too long without stimulation or interaction.
- Staff fail to manage children's behaviour effectively. They do not make their expectations of children's behaviour clear. For example, at times, children run around screaming indoors without being challenged. This means that later, when they are told not to run, children are unclear about what is expected of them and do not respond to staff's instructions. Children are not developing a clear sense of what is right and wrong.

## Safeguarding

The arrangements for safeguarding are not effective.

The decline in standards since the previous inspection results in a poorly organised environment which does not meet children's needs and promote their welfare. Children are not learning how to behave safely. That said, the premises are safe and secure. Staff attend safeguarding training and leaders check that they have up-to-date knowledge. Staff know how to identify children who may be at risk of harm and where to find contact information for external services, should they be concerned about children's welfare. They follow a code of conduct and know the steps to take if they have concerns about the conduct of a colleague. They have

awareness of wider safeguarding issues, such as female genital mutilation. Robust recruitment procedures ensure that all staff are suitable to work with children.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
ensure there are enough staff working directly with the children to provide adequate supervision and to help to meet the needs of all children	06/08/2021
ensure that staff develop the skills and knowledge to offer quality care, learning and development experiences for children	06/08/2021
ensure that staff manage children's behaviour effectively, giving children clear and consistent boundaries to help them learn how to behave well	06/08/2021
ensure that staff develop the skills and knowledge to meet the needs of babies.	06/08/2021

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

	<b>Due date</b>
develop and provide a stimulating and purposeful curriculum which progressively helps children gain knowledge and skills needed to support their readiness for school	06/08/2021
ensure staff plan and provide activities which match children's stages of development and provide appropriate support or challenge	06/08/2021

ensure that staff develop the skills and knowledge needed to promote children's communication and language skills effectively.	06/08/2021
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## Setting details

<b>Unique reference number</b>	EY500658
<b>Local authority</b>	Wigan
<b>Inspection number</b>	10199140
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Rosebridge Private Day Nursery Ltd
<b>Registered person unique reference number</b>	RP906479
<b>Telephone number</b>	01942824161
<b>Date of previous inspection</b>	11 December 2018

## Information about this early years setting

Rosebridge Private Day Nursery registered in 2016. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. One member of staff is an apprentice. The nursery opens Monday to Friday, 7am to 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## 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 his evaluation of the provider.
- This inspection was carried out following the risk assessment process.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- A joint observation was completed by the inspector and the manager.
- The inspector held discussions with the manager, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including policies around safeguarding and behaviour management, and the evidence of the suitability and training of staff.

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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