

Inspection of Splash Day Nursery Limited

Units 70-74 Island Centre Way, Enfield, Middlesex EN3 6GS

Inspection date: 23 June 2021

Overall effectiveness

Inadequate

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

Children do not get what they need to become successful learners because the quality of education at this setting is poor. Staff do not know how to support children's communication and language development. They do not routinely talk to children, including when they go out with older children for a walk. Nor do they offer children new vocabulary. For example, staff use babies' made-up names for objects, such as their blanket, without offering the correct words. This lack of quality interaction also limits children's ability to think for themselves or to find out about the world around them.

Children are generally happy and enjoy some activities that staff provide for them. However, some children do not always find the activities on offer stimulating and challenging enough. As a result, some children spend time wandering around, seeking interaction and attention. Staff working with toddlers do not recognise and consider their interests. For example, when children are interested in the water station, staff do not talk to them to find out what children are thinking, wanting or learning. They move children to a different activity and to pick a book, which they are not interested in. As a result, children become disengaged and appear bored.

Children do not learn a range of skills to prepare them well enough for their next stage of learning. For example, staff give bottles to toddlers who are able to drink from cups. This does not support children's physical skills or help them to be independent. Children in the pre-school room, particularly those who are more able, do not have opportunities to help them to progress even further. This is because staff do not know children well enough to provide learning opportunities that meet all their needs.

Staff struggle to manage some children's behaviour. They do not take into account children's ages and stages of development. Nor do they support children's learning and ability to socialise with their peers and learn boundaries. For example, when some children display unwanted behaviour, staff exclude them and do not try to understand their behaviour. Staff move these children to a separate room that they use for children with delays in aspects of their development or those in need of additional support. The aim of this room is for staff to provide children with specific support to help them progress. However, this is not effective. Staff do not give these children the individual support and interaction to meet their learning needs. This means that these children are further disadvantaged, do not catch up and get left behind their peers.

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

- The provider does not monitor the quality of provision effectively. They have not

identified breaches to requirements of the early years foundation stage or taken any action to make improvements. The manager conducts regular supervisions with staff. However, they do not identify weaknesses in practice or give all staff the monitoring, training and support that they need. As a result, staff provide poor-quality education for children. Also, staff do not follow the nursery's policies and procedures to keep children safe and healthy. For example, when children have accidents or incidents, staff do not complete accident forms on the same day, in line with the nursery's own policies. They also do not share them with parents promptly, as required. Occasionally, staff do not complete these records about children with accurate details of what happened and can be misleading. Furthermore, sometimes, staff pick up or hold children in unsafe ways, which compromises their well-being.

- The manager does not ensure that every child's record contains all the required information. For example, some children's records do not include the name and address of every person who has parental responsibility for the child. Some records do not have emergency contact details for parents and/or carers. Additionally, staff do not maintain an accurate daily record of children's attendance. This could put children's safety at risk, particularly in the event of an emergency.
- The provider does not ensure that staff provide a well-designed curriculum that covers all areas of learning. The manager knows what they want children to learn in each room. However, staff do not implement this curriculum routinely. They do not plan activities and adapt their teaching to meet the learning needs of all children participating. Also, staff do not address gaps in children's knowledge based on their age and ability. This means that children do not make the progress they are capable of. For example, during a painting activity with two children, a member of staff engaged and interacted with the older child. The member of staff asked the younger child some complicated questions, which the child did not respond to. The member of staff did not adapt the questions or encourage the younger child to engage in simpler discussion. As a result, the younger child became bored and left the activity without any new knowledge or skills.
- The key-person system is not effective. For example, new children do not have an allocated key person until they settle. Also, the manager has not made parents aware of who their child's key person is. This prevents parents from being able to build a relationship and work together with their child's key person. The deputy manager has key-person responsibility for all children in the pre-school room and some staff do not know their key children well. As a result, staff do not fulfil the key-person role in meeting children's care and learning needs. Often, children walk around or take part in activities with runny noses, which staff do not clean until asked to do so. This does not meet children's personal care needs and promotes the spread of infection.
- Staff do not always follow basic hygiene practices. For example, staff do not change the sheets each time cots are used by different babies. Some children are left to sleep in the play area without any bed linen at all. In addition, some children eat fruit from their peers' plates, picking this up with fingers that they have licked, and drink from their peers' cups. This puts children at risk of cross-

infection, particularly as some have runny noses.

- Some staff do not handle children carefully. For example, staff hold babies in one arm, unsupported around their waist, while they undertake other duties. Staff who are working with toddlers sometimes move and hold them in unsafe ways. This compromises children's health and safety. Additionally, it does not help to teach children how to treat others in appropriate and respectful ways.
- Parents report that they are satisfied with the nursery. However, communication with parents is not effective. For example, the manager does not inform parents about staff changes and changes to their child's key person promptly in order to maintain continuity of care.
- The lack of stability in staffing has resulted in number of weaknesses. For example, staff do not know what children know and can do. They do not effectively monitor the progress of children. As a result, staff do not effectively plan for children's individual needs and not all children make enough progress.
- Some children enjoy outside walks to the park every day. However, the routine does not allow for all children to experience outside play. For example, during the inspection, children did not have outside play before lunchtime. This means that those children who attended the morning session only did not experience outside play. Moreover, babies did not go outside during the whole day. This means that the provider does not follow their legal responsibilities to provide outdoor activities to all children on a daily basis. Additionally, and crucially, this means that children do not have equal access to the curriculum.
- Staff do not consistently manage children's behaviour based on their ages and stages of development. Staff do not know how to monitor unwanted behaviour to help children understand the cause of the behaviour. As a result, staff do not help children to gain the skills they need to develop their personal, social and emotional abilities.
- Older children enjoy focused activities and learn some new skills. For example, children learn how to use a knife safely when practising how to cut fruit. They talk about the safe use of knives and other safety rules. This helps older children to gain independence in readiness for their future lives.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff, including the manager and deputy manager, have appropriate safeguarding knowledge. In particular, they do not know the correct action to take if an allegation was raised against a member of staff. Nevertheless, staff do know what signs might indicate that a child might be at risk of harm and how to report them. Risk assessments are not effective. Staff do not recognise potential hazards and do not remove them in order to maintain children's safety. For example, the inspector identified risks hazards, such as adult scissors and broken toys with sharp ends. The manager was aware that such objects should not be accessible to children. However, staff did not remove children's access to them. This compromises 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
ensure all staff, including those with designated safeguarding lead responsibility, understand the safeguarding procedures, in particular, the process to follow if an allegation is raised against an adult working at the setting	14/07/2021
make sure supervision arrangements are effective, so that staff have the support, guidance and coaching to fulfil their roles and responsibilities	14/07/2021
make sure leaders have effective oversight to ensure all staff have clear knowledge and understanding of their roles and responsibilities, in particular, how to safely pick up children and meet their individual care needs, follow the nursery's policies and procedures, and offer quality learning	14/07/2021
implement an effective key-person system to ensure each child is assigned a key person to continuously meet every child's individual learning and care needs, and make sure that person is known to the child's parents or carers to promote positive relationships for all of the family	14/07/2021
ensure staff record all accidents or injuries and first-aid treatment, providing accurate details of what has happened, and share with parents and/or carers on the same day, or as soon as reasonably practicable after	14/07/2021

ensure children's behaviour is managed in an age-appropriate manner, with particular regard to supporting children to understand expectations for acceptable behaviour, and ensure all staff use agreed behaviour management methods consistently	14/07/2021
comply with requirements of health and safety legislation in relation to hygiene requirements to eliminate any potential cross-contamination	14/07/2021
ensure all children attending the setting have daily access to the outdoors to meet the requirements of the Equality Act 2010	14/07/2021
ensure there is an adequate supply of clean bedding for each child requiring rest or sleep to eliminate cross-contamination	14/07/2021
ensure any potential hazards are identified and eliminated by staff to continuously maintain children's safety, particularly in relation to broken resources or unsafe items accessible to children	14/07/2021
ensure every child's record contains all required information, including the name and address of every parent and/or carer who is known to the provider (and information about any other person who has parental responsibility for the child) and emergency contact details for parents and/or carers	14/07/2021
maintain an accurate daily record of the names of the children looked after on the premises and their hours of attendance	14/07/2021

ensure that all staff have good knowledge of the early years foundation stage, understand how to plan and provide a stimulating environment and challenging activities to meet each child's learning needs, including those who have delays and/or special educational needs	14/07/2021
ensure all staff are able to routinely engage children in purposeful interactions to help them make good progress	14/07/2021
ensure staff identify and know children's starting points, understand each child's individual needs and stage of development, and monitor their ongoing progress accurately.	14/07/2021

Setting details

Unique reference number	EY348582
Local authority	Enfield
Inspection number	10197765
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 4
Total number of places	46
Number of children on roll	80
Name of registered person	Splash Day Nursery Limited
Registered person unique reference number	RP908030
Telephone number	01992 763 500
Date of previous inspection	5 April 2019

Information about this early years setting

Splash Day Nursery Limited registered in 2007. It opens Monday to Friday from 8am to 6pm and operates for 51 weeks per year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 13 members of staff, 10 of whom hold relevant childcare qualifications at level 2 and above.

Information about this inspection

Inspector

Nataliia Moroz

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.
- This inspection was carried out following Ofsted's risk assessment process.
- The manager completed a learning walk with the inspector, where they discussed the curriculum and how this is implemented in each room.
- The inspector observed activities in every room and went for a walk outside with one of the groups.
- Children and parents shared their views with the inspector, who took these into account throughout the inspection.
- The inspector reviewed a number of the required documents.

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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