

Inspection of Little Jules Nurseries

2 Cross Street, Chapel-En-Le-Frith, High Peak, Derbyshire SK23 0HB

Inspection date:

10 August 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

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 make poor progress at this nursery because the quality of education is inconsistent and, at times, ineffective. The manager and staff do not share a clear vision of what children need to learn. Children aged between two and three years old do not engage in activities. This is due to a lack of appropriate play and learning opportunities. Children cannot independently choose what they want to do as the manager has reorganised the nursery's equipment and resources in response to the COVID-19 (coronavirus) pandemic. This has reduced the learning opportunities for children. Children do not have consistent support in their learning. As a result, children are not provided with activities to support what they need to learn next.

Children's safety is compromised because leaders do not challenge the poor practice of staff members. Children are not learning how to keep themselves safe as they access areas in the nursery that are not hygienic. Despite these weaknesses, children arrive at the setting happy and leave their parents confidently with support from the friendly staff. Children show that they have good relationships with staff. For instance, babies snuggle into known adults when they are unsure of new visitors. Babies respond to staff with babbles and smiles as staff talk to them and encourage repetition of single words. Older children learn and practise skills, such as putting on their own coats and shoes before going outside. In addition, they have some opportunities to pour their own drinks and feed themselves at mealtimes. However, as staff do not know the capabilities of the children well, some of these activities are not sufficiently targeted to meet individual children's needs. Children fill watering cans and water the flowers. They show concentration, carefully turning and walking as they try not to spill any water.

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

- The curriculum is poorly planned and implemented. The management team do not have a clear understanding about what they want children to learn. Staff do not understand how to plan for children's learning. They do not provide children with learning which is tailored to their individual needs. As a result, children make poor progress.
- Staff do not follow the policies and procedures set out by the management team, and leaders do not challenge this to improve practice. For example, the manager does not challenge poor hygiene practice when staff allow babies to crawl on the bathroom floor around the toilet cubicle area. Staff do not benefit from effective supervision, training and support to help them improve the quality of their practice. Due to weaknesses in safeguarding knowledge, staff do not teach children about how to keep themselves safe.
- Staff working with babies provide some activities that promote curiosity and

excitement. Babies enjoy exploring shredded paper and finding hidden objects. They show these to staff as they find them and staff share their inquisitiveness. However, this learning is incidental as staff do not show a good enough understanding of what knowledge and skills babies are gaining. This means that staff cannot then effectively build on what babies already know and can do.

- Staff, generally, promote positive behaviour. During a story time session, the children are encouraged to pass the book to their friends and ask each other what their favourite part of the story is. In the main, toddlers listen well and share the book carefully. Staff encourage them to say please and thank you at mealtimes and during play. However, due to staff's lack of understanding of the curriculum and the children they work with, this is not always age appropriate or targeted to the individual child.
- Staff communicate with parents face-to-face at drop off and collection times, as well as through newsletters, emails, and social media. They share information regarding meals and sleep times. Parents say their children enjoy coming to nursery and they are happy with the service offered. They feel that the staff are friendly and approachable.
- When all ages of children play outside together, they learn some sharing and turn-taking skills with others. Older children are good role models and support the younger children. Children enjoy playing with the balls and throwing them into the large nets. They chase the balls as they roll and scoop them up and have another go.
- The provider has ensured that children's dietary requirements and allergies are considered when preparing meals for them. Children have a well-balanced and nutritional diet in the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Poor leadership compromises children's safety. Staff do not implement the policies and procedures of the nursery. For example, they allow babies to crawl on the bathroom floor, in and out of the toilet cubicles, while they prepare to change their nappies. In addition, staff use their personal mobile phones to access children's information while taking children to and from school. Staff know the signs and symptoms of possible abuse and neglect. However, they are unaware of the procedure to follow should they have a concern about a child or how to respond to allegations against a member of their team. Staff are unaware of safeguarding issues, such as how to identify and protect children from radicalisation and extremist views and behaviours. These gaps in staff knowledge compromise children's safety and well-being.

What does the setting need to do to improve?

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

| | Due date |
|--|------------|
| plan and implement a high-quality curriculum, which is consistently delivered by staff so that all children are engaged, motivated and effectively supported in their learning | 30/09/2021 |
| ensure that all staff know what children can do and what they need to learn next. | 30/09/2021 |

Setting details

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|--|---|
| Unique reference number | EY555768 |
| Local authority | Derbyshire |
| Inspection number | 10129879 |
| 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 | 1 to 4 |
| Total number of places | 50 |
| Number of children on roll | 43 |
| Name of registered person | Little Jules Nurseries Limited |
| Registered person unique reference number | RP555767 |
| Telephone number | 07568565553 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Little Jules Nurseries registered in 2018 and is located in Chapel-En-Le-Frith, Derbyshire. The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 5, two at level 4, three at level 3 and two at a level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Hopkins

Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the nursery.
- The inspector and the manager had a learning walk across all areas of the nursery to understand how the curriculum is organised.
- The inspector carried out a joint observation with the nursery manager and observed care practices together.
- Indoor and outdoor learning activities were observed. The inspector assessed the impact this has on children's learning.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector held a meeting with the provider and the manager of the nursery. She looked at relevant documentation and 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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