

Inspection of Welcome Nurseries@Stanley Road

418 Stanley Road, Bootle L20 5AE

Inspection date: 6 October 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

The quality of education for some children is poor. Not all children who are at risk of falling behind are identified. This means that they are not well prepared for the next stage in their learning. Support for children with communication and language delay is very weak. For example, some children who require additional support are rarely spoken to during their session. Staff do not understand how to meet the learning needs of all children. They do not plan purposeful activities that are interesting and challenging. Therefore, children do not make good progress in their learning.

Although children are happy here and do not demonstrate poor behaviour, they are frequently restless and not actively involved in play and learning. Children are eager to join in with some adult-led activities but quickly lose interest as they are poorly planned. For example, staff have prescribed and narrow outcomes for activities and do not encourage children to explore their own ideas. They do not know what they want children to learn.

Children demonstrate friendly behaviour towards each other. They offer reassuring words of kindness and cuddles when their friends fall over. Children have adapted well to the change in procedures due to the COVID-19 (coronavirus) pandemic. For example, children know that their parents no longer enter the playrooms.

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

- The curriculum for children aged two to five years is poorly designed and implemented. Staff do not have a good understanding of what children already know and can do. They do not have a secure knowledge of child development or how to sequence children's learning. Therefore, they do not plan activities that build on children's prior knowledge and skills. Teaching is not adapted to ensure that all children are included and supported. For example, during group times, staff do not include younger children in their conversations. They do not ask questions that are appropriate to their stage of development. This means that children's learning needs are not being met.
- Due to recent staffing issues, the key-person system is not effective. Children have not been allocated a new key person when staff have left. Some staff do not know children well enough. This means that they cannot ensure children's care and learning is tailored to meet their individual needs, particularly children who are at risk of falling behind.
- On the whole, children behave appropriately. They are learning to follow instructions and listen to staff. Children demonstrate some levels of engagement and eagerness to join in. They are beginning to learn about keeping themselves safe. For instance, staff teach children to hold the bannister when using the

stairs and about the importance of not rushing.

- Arrangements for supervision, coaching and mentoring are not in place. Weaknesses in practice have been identified but not addressed. Staff access some online training. However, this is not specific to their needs. It does not help them to improve their skills and knowledge. This has a significant impact on the quality of education. That said, the new manager is passionate about improving the quality of the nursery. She has devised robust plans for improvement but has not yet implemented them.
- Babies are cared for in a separate room. They have strong bonds with their key person and benefit from quality interactions. Babies are learning new skills quickly. For example, older babies have recently learned to put two words together. They take great delight in the praise they receive when copying familiar phrases.
- Partnership working with parents is weak. Staff share some information about children's learning, but this is not accurate or specific. Parents are not given up-to-date information about who their child's key person is or when staff have left the nursery.
- All children in the nursery access the outdoor area daily. This helps them to develop their physical skills. Older children learn to confidently ride bicycles and join in with familiar games.

Safeguarding

The arrangements for safeguarding are not effective.

The procedures in place for monitoring children's development are poor. Staff do not always recognise when children are falling behind. They are not aware of the procedures to follow if they have concerns about a child's development. This means additional support is not sought in a timely manner, putting children at a significant disadvantage. That said, managers and staff understand their roles and responsibilities to keep children safe. They can discuss the signs and symptoms of abuse and things they would be worried about. Staff are aware of the procedures to follow if they have concerns about a child or the behaviour of a staff member. Managers and staff ensure that the environment is safe for children. They complete regular safety checks throughout the day. The provider has recently installed keypad locks on all doors to ensure children's safety. Managers ensure that staff are deployed effectively.

What does the setting need to do to improve?

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

| | Due date |
|--|----------|
| | |

| | |
|--|------------|
| implement effective key-person systems to ensure that care and learning are tailored to meet children's individual needs | 20/10/2021 |
| implement robust procedures to identify and support children with special educational needs and/or disabilities | 20/10/2021 |
| implement robust procedures for the supervision, coaching and mentoring of staff to improve the quality of education | 20/10/2021 |
| implement a curriculum for children that promotes their learning, meets their needs and builds on what they already know and can do | 03/11/2021 |
| improve partnerships with parents and ensure parents are informed about changes in their child's key person, staffing arrangements in the nursery, and children's learning and development requirements. | 03/11/2021 |

Setting details

| | |
|--|---|
| Unique reference number | 2595399 |
| Local authority | Sefton |
| Inspection number | 10208804 |
| 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 | 53 |
| Number of children on roll | 28 |
| Name of registered person | Welcome Nurseries Ltd |
| Registered person unique reference number | 2576357 |
| Telephone number | 0151 2812974 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Welcome Nurseries@Stanley Road registered in 2020. The nursery employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The nursery opens from 8am until 6pm Monday to Friday all year round, except for one week at Christmas. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 manager and has taken that into account in their evaluation of the setting.
- The manager gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with the staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the manager and the area manager. Documentation relating to the suitability of staff was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021