

Inspection of Welcome Nurseries@Stanley

78 Lake Lock Road, Stanley, Wakefield WF3 4HP

Inspection date: 8 October 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's individual needs are not met and their welfare is not maintained. Staff are unhappy following a change in management. Their lack of commitment to providing quality childcare is having a negative impact on children's well-being, care, learning and development. For example, vital records, like medication consent and existing injuries forms, are not being completed appropriately. Where concerns are identified about a child, this is not passed on and referrals to children's social care are not made. This does not effectively safeguard children.

New babies remain upset for extended periods of time when they start at the provision. This is because staff have failed to obtain vital information from parents and/or carers on children's individual needs. Staff do not know who their key children are following recent changes. For babies, this means they are unable to feel settled, safe, and secure as they have no key person to create a unique bond with.

Children behave well and they enjoy engaging in some fun activities. However, as staff are failing to monitor children's progress, activities do not build on children's prior knowledge and skills. Children with special educational needs and/or disabilities (SEND) do not receive appropriate support. Staff in the toddler room are failing to identify and take relevant action, when they have concerns about children's development. This results in gaps in children's learning increasing. While there is a clear management structure in place, this is currently ineffective, as significant weaknesses are going unnoticed.

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

- Children are not protected from potential harm. Staff knowledge of child protection is poor. The outside area is not secure because staff do not follow security procedures. For example, a padlock was not being used on the exit gate to ensure it was secure.
- While clear and relevant documents are in place, staff are failing to complete these. Staff do not obtain clear information from parents about children's need for medication and medication records are not completed appropriately. This does not promote children's good health.
- Staff reported that staff-to-child ratios were not always maintained. During inspection, management reported that some attendance registers were missing. Inspectors were, therefore, unable to check if staff-to-child ratios were always met. Inspectors observed weaknesses in the deployment of staff. At lunch time, two staff were caring for and feeding 12 babies. The room leader was in the adjoining room completing paperwork and another staff member had left the room. Staff did not ask other available staff to help them. Babies remained

unsettled during this time and their needs were not met.

- Staff do not know who their key children are, and newer babies have no identified key person. This results in babies being unable to create a secure attachment with a familiar adult, leaving some babies feeling unsettled. While older children are, overall, happy and behave well, their needs are also not effectively met.
- Nappy changes are completed regularly throughout the day. However, when children have a dirty nappy in between nappy change times, this goes unnoticed by staff. This results in younger children being left in a soiled nappy for longer than necessary, which does not promote their good health.
- Children enjoy a range of activities delivered through indoor and outdoor play. However, the deputy manager is unable to explain what skills and knowledge staff want children to learn. Staff are failing to observe and assess children, so they do not know children's current abilities. This results in activities lacking challenge. Children are, therefore, occupied but not effectively stimulated.
- Pre-school staff have started to identify children with SEND and make referrals to the local authority special educational needs coordinator. However, staff in the toddler room failed to respond to concerns about these children's development when they were in this room. Staff in this room are continuing to fail to identify children with possible SEND. Staff's lack of knowledge and identification of developmental delays means that children are falling behind in their development.
- Parents confirm they receive no information about their children's ongoing learning and development, so they are unaware of their children's progress. Parents are not always aware of their children's key person. Parents report that communication is currently poor and email correspondence to senior managers is not always responded to.
- While there is a clear management structure in place, significant weaknesses in staff practice have gone unnoticed. Senior managers are aware that staff are unhappy with the changes they are bringing in. They have been trying to work with staff to create more positive relationships. However, significant weaknesses in leadership and management, as well as within the staff team, result in children's learning, development and welfare needs not being met.

Safeguarding

The arrangements for safeguarding are not effective.

There are inconsistencies in staff knowledge of child protection, which results in children's safety not being maintained. Existing injury forms are not completed with enough detail and referral procedures are not followed when staff identify concerns about children. Some staff lack awareness of the indicators of abuse associated with aspects, like female genital mutilation, extremism and radicalisation. Staff, including the designated safeguarding lead, are unfamiliar with the correct procedure to follow if allegations are made against a staff member. Other staff incorrectly identify that they would refer concerns about a child to the local authority designated officer. Staff confirm that their mobile phones are not

kept in the rooms with children. However, staff use their personal mobile phones on outings. Management was not aware of this and it is not in line with their policy. Weaknesses in safeguarding practice and staff knowledge result in children's welfare not being protected. Safe recruitment procedures are in place, including a comprehensive health declaration form for staff. However, when staff inform the setting that they are taking medication, management do not ensure they have the details of this. This prevents them from checking if any medication has an impact on the staff member's ability 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:

	Due date
ensure staff respond in an appropriate and timely way when safeguarding concerns are identified about a child	01/11/2021
ensure staff have an up-to-date knowledge of potential indicators of abuse so that they can recognise signs of abuse at the earliest opportunity	01/11/2021
ensure staff, including the deputy designated safeguarding lead, understand the procedures to follow if an allegation is made against a staff member	01/11/2021
ensure staff adhere to the mobile phone policy, with specific regard to staff not using their personal mobile phones during school runs	01/11/2021
ensure clear procedures are followed for obtaining written permission to administer medication and make sure written records are completed with the required information once medication has been administered	01/11/2021

ensure staff obtain clear information about a child's needs for medication and make sure this information is kept up to date	01/11/2021
ensure staff are effectively deployed so that they can meet children's individual needs, as well as ensuring children are adequately supervised, including while they eat	01/11/2021
ensure each child has an identified key person who is fully aware of and can meet their individual needs and help each child to feel settled and secure in their surroundings	01/11/2021
ensure staff implement security procedures to keep the outdoor area fully safe and secure for children, and to prevent people from gaining unauthorised access to the setting	01/11/2021
ensure procedures are effectively implemented to identify medications staff are taking to make sure there is no adverse effect from the medication on their ability to care for children	01/11/2021
ensure children's good health is maintained in relation to nappy changes being completed to meet individual children's needs	01/11/2021
improve staff knowledge of the Special Educational Needs Code of Practice to ensure that they identify children with special educational needs and/or disabilities (SEND), can meet their needs and provide appropriate support to help the child to make the best possible progress	01/11/2021

ensure staff and management have appropriate skills and knowledge and a clear understanding of their roles and responsibilities so that children's care and learning are promoted to a good standard	01/11/2021
ensure supervisions of staff and management are conducted to identify weaknesses in practice so that relevant support, coaching and training can be provided	01/11/2021
improve partnership working with parents and carers to ensure information is shared about children's ongoing care, learning and development	01/11/2021
maintain a daily record of children and staff attendance to verify how the adult-to-child ratios are met.	01/11/2021

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

	Due date
ensure staff monitor children's progress and use this information to identify and plan developmentally appropriate activities, which build on each child's prior knowledge and skills.	30/11/2021

Setting details

Unique reference number	2639838
Local authority	Wakefield
Inspection number	10209131
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 11
Total number of places	120
Number of children on roll	143
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01924 835094
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries@Stanley registered in 2021. The nursery employs 17 members of staff. Of these 16 work directly with the children and 12 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspectors

Melanie Arnold

Rebecca Miall

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the provider and have taken that information into account in their evaluation of the provider.
- The deputy manager joined the inspectors on a learning walk and discussed the nurseries curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The lead inspector carried out a joint observation of an activity with the deputy manager.
- The inspectors spoke with the nominated individual and senior management team during the leadership and management meeting.
- The inspectors spoke with several parents during the inspection and took account of their views.

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