

Inspection of Toddlers Children's Nursery Limited

Ribble Drive, Whitefield, Manchester M45 8TD

Inspection date: 15 October 2021

Overall effectiveness	Inadequate
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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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Many children, including those from disadvantaged backgrounds, do not access a broad curriculum. As a result, they are not making progress and, at times, they lack enthusiasm for learning. This is exhibited in their behaviour and low levels of engagement. For example, toddlers are not encouraged to develop their self-care skills. They are disengaged and simply stand as staff dress them for outdoor play. One toddler who is bored sprawls across an empty table, places his elbow on the table and rests his head in his hand.

Expectations of what children can achieve are too low. This weakness is particularly evident for children with, or who may have, special educational needs and/or disabilities (SEND). Staff talk about what they would 'love children to do', but they do not understand children's needs well enough. Consequently, they have not taken action to help children to get the support they need from outside agencies.

There are elements of positive practice. Staff are kind and caring towards children, which helps them to feel valued. All children enjoy playing outdoors and babies are happy exploring their stimulating environment. However, children's safety and well-being are not assured due to ineffective policies and procedures. For example, children have limited opportunities to build a relationship with their key person because they are based in a different room. Some children cannot quench their thirst because fresh drinking water is not available. Furthermore, sleeping children are left in a room unsupervised. This compromises their safety.

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

- There are significant gaps in leadership and management, which have exacerbated weaknesses at the nursery. Leaders acknowledge that the quality of practice has declined and they are taking some steps to address this issue. For example, they have recently recruited an experienced manager, who is due to start in the coming weeks. However, leaders have relied too heavily on the acting deputy manager to monitor the day-to-day practice. The deputy manager works directly with children. As a result, she is unable to carry out management tasks and check that staff implement the curriculum effectively.
- All staff, including the deputy manager, care greatly about the children. They are eager to improve their knowledge and skills, and many have booked on face-to-face training. However, they are unable to access this training due to low staffing levels. This does not support staff in developing their skills and has a detrimental impact on children's care, learning and education.
- The curriculum is poor and lacks depth. For example, children have limited opportunities to explore books, to help widen their vocabulary and to develop their love of reading. Some books are locked away in a cupboard 'because

children will rip them'. Other books are stored in areas of the room that children do not access. Children attempt to draw pictures and make marks on paper. However, the pencils are blunt. Nevertheless, children show determination and have a go. Once they have finished drawing their pictures, the paper is not replenished. As a result, children cannot return to this activity to practise and refine their early writing skills.

- Assessments of what children know and can do are fairly accurate. For example, staff have correctly identified that some children, including disadvantaged children, are delayed in their communication and language. However, they have not focused on promoting this area of learning as a priority.
- Children with SEND are not supported well enough to help them make progress. For example, staff allow children to flit around the room and do not attempt to engage them in meaningful learning. Staff lack a sense of urgency in seeking support from outside agencies to help children get the extra help they need. The special educational needs coordinator (SENCo) and staff are not suitably trained or experienced to enable them to meet the needs of these children. Furthermore, leaders do not have regard to the 'Special Educational Needs Code of Practice'. As a result, children's individual learning needs are not met.
- Children display reasonable levels of engagement, as they participate in outdoor activities. They enjoy collecting leaves and twigs for their autumn topic. Children also run exuberantly in the fresh air and enjoy riding trikes on the path. These physical activities help children to develop their movement and coordination. However, children and toddlers are not consistently engaged because staff do not organise an enabling indoor environment. For example, tables in the toddler room are left empty and some activities set out in the pre-school room offer little stimulation for children. As a result, they become bored and restless. In contrast, babies confidently manipulate different materials using their senses and they are eager to explore their stimulating environment.
- Children enjoy healthy snacks of seasonal fruits and learn to brush their teeth, which positively promotes their good health. However, their personal development needs are not consistently met. For example, fresh drinking water is not readily available for children. This means that some children are not hydrated throughout the day. Furthermore, children have limited opportunities to develop their self-care skills. These weaknesses do not promote children's health and independence.
- Parents speak highly of the staff and the care their children receive. However, some parents are unsure who their child's key person is. This weakness is evident in practice. Some children have a key person who is based in a different room. As a result, children are unable to form a special attachment with their key person. This also means that staff cannot ensure every child's care and learning is tailored to meet their individual needs.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have undertaken child protection training and know that safeguarding

concerns must be reported immediately. However, the designated safeguarding lead has not undertaken appropriate training for this role. Consequently, they have not identified the importance of making links with local safeguarding partners to support children they know are vulnerable. Children's safety is further compromised due to poor deployment of staff. For example, staff leave children sleeping alone in the room while they take children outside. This means children are not in sight and/or hearing, which puts them at risk.

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 children have access to fresh drinking water at all times	02/11/2021
put appropriate arrangements in place to support, coach and train staff, so that they have a clear understanding of how to meet children's individual care and learning needs	02/11/2021
implement an effective key-person system to ensure that every child's care is tailored to meet their individual needs	02/11/2021
ensure the SENCo has regard to the 'Special Educational Needs Code of Practice'	02/11/2021
ensure sleeping children are in sight and/or hearing at all times	02/11/2021
ensure the designated safeguarding lead attends an appropriate child protection training course	02/11/2021
make links with local safeguarding partners to ensure children's safety.	02/11/2021

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

	Due date
take every opportunity to stimulate children's communication and language across the curriculum	26/11/2021
improve the literacy curriculum so that children have opportunities to explore books and practise their early writing skills	26/11/2021
plan a curriculum that ignites children's interests and nurtures their growing independence.	26/11/2021
provide better support for children with SEND so their learning needs are met	02/11/2021
make sure disadvantaged children get the extra help they need to help them catch up quickly	02/11/2021

Setting details

Unique reference number	2623881
Local authority	Bury
Inspection number	10206172
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	43
Number of children on roll	54
Name of registered person	Toddlers Children's Nursery Limited
Registered person unique reference number	2623880
Telephone number	0161 766 9866
Date of previous inspection	Not applicable

Information about this early years setting

Toddlers Children's Nursery Limited registered in January 2021. It is situated in the Whitefield area of Bury. The nursery employs six members of childcare staff. Of these, five hold an appropriate early years qualification at level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tricia Graham

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 leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to parents during the inspection.
- The deputy manager and inspector completed a learning walk around the nursery.
- Discussions were held with the leadership and management team.
- The inspector viewed a sample of documentation, including staff suitability checks.

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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