

Inspection of Eversleigh Day Nursery

Eversleigh Day Nursery, Park Road, Earlsheaton, DEWSBURY, West Yorkshire WF12 8BE

Inspection date: 18 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

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses across the setting. The provider, managers and staff do not have a good enough understanding of child protection and fail to implement procedures that help to keep children safe. For example, staff do not swiftly share concerns about a child with the setting's designated safeguarding lead. Where concerns are identified, the provider and managers do not take appropriate action to share concerns relating to children's safety and welfare with relevant agencies. This has led to a concern not being referred promptly and has compromised children's safety.

The manager and staff do not demonstrate a good enough understanding of how children learn and how to support them. The educational programmes do not enable children to make good progress. Staff do not plan and provide suitably challenging and age-appropriate activities and resources to support children's learning and development. Toys and equipment provided for babies and toddlers are uninspiring and do not capture their interests and match their stage of development. Pre-school-age children are asked to complete activities that are beyond their capabilities. They become restless and fractious during these times and lash out at their friends. Staff fail to recognise and respond to this appropriately and do not consistently reinforce the expectations of children's behaviour. As a result, children's learning, safety and well-being are compromised.

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

- The provider has not identified and addressed areas of weakness in management and staff practice. Although they have taken some steps to address previous actions raised at the last inspection, they have failed to continue to implement these measures in practice. As a result, the quality of the nursery has significantly declined since the last inspection.
- The manager does not keep accurate written records of concerns raised about children's welfare, so that they are available to all those who require access to this information in her absence. This is a significant breach of requirements and puts children's safety at risk.
- The provider and managers have not kept up to date with current guidance. They do not take appropriate steps to help minimise or stop the spread of infection. For example, they do not notify parents or the relevant agencies when staff and children test positive for COVID-19. This puts the health of children, families and staff at significant risk.
- The arrangements for the supervision of staff are not focused on helping staff to improve their knowledge and understanding and personal effectiveness. Managers do not identify areas where staff need to further improve their knowledge or teaching skills in order to drive improvement. As a result, the

quality of education is weak and staff do not fully understand their roles and responsibilities, with particular regard to safeguarding children.

- The organisation of the curriculum is poor. Managers do not have a clear enough understanding of what they want children to learn. Staff do not provide children with meaningful educational experiences that support all areas of their development. They demonstrate a weak understanding of the sequence of learning. For example, babies are asked to complete mark-making activities that are beyond their stage of development and capabilities. Staff encourage older children to write their name before they have developed the necessary physical skills to enable them to do this. As a result, some children become upset and demonstrate low levels of confidence and self-esteem. That said, babies enjoy playing with cars and make different sounds with staff as they play. Staff interact with older children as they learn how to take care of babies in the role-play maternity ward. Older children complete mathematical activities and learn how to count groups of cars and match these to the corresponding numerals.
- Children benefit from the time they spend playing outdoors. They develop good physical skills and coordination as they complete obstacle courses. Staff support children to balance on wooden stumps, crates and beams, where required. They encourage children to keep going around the track until they feel confident in completing the course independently. Children delight in the praise that they receive for their achievements while playing outdoors.
- Overall, children develop a sense of how to keep themselves safe and healthy. For example, older children talk about the risks in the learning environment. They help to tidy resources away and clean tables before mealtimes. They learn how to make healthy food choices through the range of nutritious meals and snacks provided to them. However, staff do not consistently reinforce the expectations they have of children. This leads to some poor behaviour not being managed well enough, which has a negative impact on some children's sense of security.
- Staff regularly talk to parents to exchange information about children's achievements. They listen to parents' concerns and help them to make contact with other professionals, where required.

Safeguarding

The arrangements for safeguarding are not effective.

The manager and staff do not ensure that the setting's safeguarding policy and procedure are implemented effectively. This leaves children vulnerable and at potential risk of harm. Staff do not pass on concerns to the designated safeguarding lead in a timely manner. The manager, who is the designated safeguarding lead, does not ensure timely action is taken to refer safeguarding concerns about children to external agencies without delay. The manager and staff do not keep accurate written records relating to concerns about children. They have a poor knowledge of current safeguarding issues affecting children and their families. Although staff have completed mandatory safeguarding training, they do not understand how to recognise the signs and symptoms that indicate a child may

be at risk of harm.

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 that policies and procedures are implemented in practice so that all staff respond in an appropriate and timely way when safeguarding concerns are identified about a child	18/11/2021
ensure all staff have up-to-date knowledge of all potential indicators of abuse so that they can recognise signs of abuse at the earliest opportunity	18/11/2021
ensure that accurate written records are kept and made available to all those that require access, specifically records relating to concerns about a child's safety and welfare	18/11/2021
ensure that all staff have an up-to-date knowledge of current guidance, and are able to implement effective procedures so that the necessary steps are taken to help minimise or stop the spread of infection.	18/11/2021

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

	Due date
ensure supervisions of staff and management are conducted to identify weaknesses in practice so that relevant support, coaching and training can be provided	18/11/2021

implement an ambitious curriculum that takes account of the needs of individual children and builds on what they already know and can do, in order for them to make good progress	18/11/2021
ensure all staff know how to effectively manage children's behaviour and do so in an appropriate way and timely manner.	18/11/2021

Setting details

Unique reference number	EY386813
Local authority	Kirklees
Inspection number	10112833
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 6
Total number of places	39
Number of children on roll	72
Name of registered person	Eversleigh Day Nurseries Ltd
Registered person unique reference number	RP909905
Telephone number	01924457177
Date of previous inspection	4 June 2019

Information about this early years setting

Eversleigh Day Nursery registered in 2008. It operates in Dewsbury, West Yorkshire. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery provides free funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The manager and deputy manager completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation with the deputy manager and evaluated the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact this was having on children's learning.
- The inspector had discussions with parents, children and staff during the inspection and took account of their views.
- The inspector reviewed relevant documentation and evidence of the suitability of staff.

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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