

Inspection of Yewlands Day Nursery

Yewlands Drive, Leyland, Lancashire PR25 2TN

Inspection date: 17 September 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 safety is compromised. The manager does not assess risk effectively and, as a result, children are exposed to a considerable risk of harm. For example, food is not prepared safely in the baby room and hygiene practices are not followed. This places children at risk of infection. Staff across the nursery do not have sufficient knowledge or training to identify risks to keep children safe. For example, cleaning chemicals are within reach, doors to the laundry room and staff toilet are frequently left open and cleaning products are stored alongside children's food bowls.

Children do not benefit from a well-planned and sequenced curriculum. Staff plan the same activities for all children and do not consider individual abilities or what they need to learn next. This means that children are not stimulated and do not make as much progress as they could. Staff take a supervisory role and do not engage with children frequently enough to extend their learning. For example, when playing with water to introduce mathematical language, there is little use of counting for younger children and staff do not use more complex language with older and more capable children. Children become bored and disengaged. Furthermore, the manager is not aware of the poor quality of teaching practice across the nursery.

Younger children enjoy nursery rhymes and try to copy actions. However, staff do not sequence the curriculum and role model simple language. As a result, some younger children are not meeting their language development targets quickly enough.

Children are happy and respond positively to the friendly staff team. However, not all staff are equipped with a deep understanding of their key children to ensure they can meet their learning and development needs. Staff do not always support children to discuss their feelings when they become upset.

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

- Managers are passionate about the nursery, but they show a poor oversight of the quality of provision. Managers fail to self-evaluate effectively to identify weaknesses in staff knowledge. The arrangements for the supervision of staff are not focused on supporting them to improve their practice. As a result, the quality of teaching is weak, and staff do not fully understand their roles and responsibilities. Managers are under pressure in their roles as they try and manage several responsibilities at once. This impacts on the overall quality of the provision.
- The organisation of the curriculum is very poor. Managers do not have 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. For example, although staff sing with children and read stories, they do not encourage children to remove their dummies while they are trying to talk. Therefore, some children cannot communicate easily or be understood by others.

- Some staff involve children in their decision-making and ask them to vote for their favourite book. Older children enjoy looking at books as they are more accessible. Staff extend this learning opportunity, for example by encouraging children to look at the trees outside when reading a book about an acorn. However, this is not embedded throughout the nursery. Staff working with younger children do not promote or support children's interest in books or early reading.
- Children's safety and welfare are significantly compromised. Staff do not assess risks effectively and fail to notice and respond to hazards appropriately. For example, food waste that has been contaminated by flies is not cleared away swiftly enough and is left within reach of children. Staff fail to check dates of medication, which means children are at risk of having medication administered that is out of date.
- Children's good health is not adequately supported. Some staff do not implement effective food safety and hygiene practice. Older children wander around the room with dummies in their mouth, placing them on the floor and then putting them back into their mouths. Staff do not ensure there are sufficient cups for the number of children. As a result, children share cups between them. This poses a high risk of cross-contamination. Furthermore, staff do not ensure that children have access to fresh drinking water at all times.
- Some areas of partnership working are positive. Staff share information with parents, using an online system where they can see children's achievements and what they have been doing during the day. Parents comment on how happy they are with their children's care and how caring staff are. Parents say that staff worked flexibly to accommodate the emotional support their children's needs, particularly during the COVID-19 pandemic. However, other parents are unaware of their child's key person or the role they have. As a result, these parents do not know their child's next steps in learning and how to support their child's learning at home.
- The key-person system is not implemented consistently. As a result, it is not effective in tailoring the care of every child to meet their individual needs or offering a settled and familiar relationship. This is because staff have not placed sufficient priority or consideration to the impact of staff changes.
- Lunchtime routines are, at times, chaotic. For example, children are waiting a long time for food while having an empty plate in front of them. This results in them banging plates on the table and becoming unsettled. Staff are preoccupied with carrying out tasks rather than meeting the needs of the children while they are eating. Some staff are not good role models and fail to instil appropriate social manners.
- Staff working with babies do not have required training. As a result, some staff are less confident in their role of supporting the care and development needs of

this age group. That said, staff do provide some positive social interaction.

- Children have opportunities to develop their physical skills in a well-resourced outdoor play space. Children enjoy playing outside, where they have fun with water play and create obstacle courses for balancing. However, occasionally children are not supported to learn how to be kind to each other and share resources.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not check that all staff have a secure knowledge of safeguarding. Some staff are unaware of the guidance related to 'Prevent' duty, the associated signs that a child may be at risk of harm from radicalisation and the action to take in response to concerns. This means not all staff are alert to potential safeguarding concerns and are unaware of the correct procedure to follow in raising concerns. The manager and staff team do not risk assess effectively enough to keep children safe from harm. Hazards are not identified and go unnoticed by staff. Staff have first-aid qualifications and know the procedure to follow in the event of an accident.

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 all staff have up-to-date knowledge and understanding of safeguarding, so they are alert to and can respond accordingly to any safeguarding concerns	22/10/2021
ensure risks to children within the setting are identified and the steps taken to minimise risks are understood and implemented by all staff, including the premises, hygiene and infection control and safe storage of chemicals	22/10/2021

ensure the good health of children is fully promoted and that policies and procedures are underpinned by relevant legislation that is well understood by all staff	22/10/2021
ensure fresh drinking water is available and accessible to all children at all times	22/10/2021
provide staff with professional development opportunities that promote their skills and knowledge and ensures quality learning experiences for all children	22/10/2021
ensure at least half of all staff receive training that specifically addresses the care of babies	22/10/2021
ensure staffing arrangements meet the needs of all children and that staff are deployed effectively, particularly during busier periods of the daily routine.	22/10/2021

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
keep parents informed of their child's key person and ensure that the key-person system is effective in tailoring the care of every child to meet their individual needs, offers a settled and familiar relationship and creates strong partnership with parents	22/10/2021
plan and implement an ambitious, well-sequenced and fully informed curriculum that supports all children to make the best possible progress and is understood by all staff.	22/10/2021

Setting details

Unique reference number	2563260
Local authority	Lancashire
Inspection number	10205698
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	50
Number of children on roll	100
Name of registered person	Yewlands Day Nursery Limited
Registered person unique reference number	2563259
Telephone number	01772 301330
Date of previous inspection	Not applicable

Information about this early years setting

Yewlands Day Nursery registered in 2020. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The manager holds a level 6 qualification. 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. It also provides holiday care for children up to the age of 11.

Information about this inspection

Inspector

Lysa Randle

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed issues associated with the pandemic and has taken that into account in her evaluation of the provider.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- Parents were spoken to during the inspection, and the inspector took account of their views.
- A joint observation was completed with the inspector and the manager.
- The inspector held a meeting with the manager. A variety of documents were seen, including evidence of the suitability of adults working with children.

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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