

Inspection of Blackdown Children's Day Nursery

The Bungalow, Chelston, Wellington, Somerset TA21 9PH

Inspection date: 28 October 2021

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management compromise children's welfare. The provider does not monitor all aspects of the provision effectively and has not followed safe recruitment procedures. For example, the provider does not understand the importance of completing full suitability checks on all staff, such as taking up references to check their previous employment history. This does not adequately ensure the suitability of staff to work with children.

Children respond happily to staff, who understand their individuality and how to help them settle. Staff provide a curriculum that ensures children make good progress by supporting their curiosity and interests. As a result, children are engaged and eager to join in with the activities. Staff use discussion well to encourage children's learning. For example, pre-school children develop their understanding of the world. They listen attentively and are keen to respond to the questions staff ask them about the weather and what happens to the trees in autumn. Children confidently talk about the colours of the autumn leaves, and know that leaves 'fall off in autumn and go brown'. They learn that in spring, the leaves will be green as they start to grow again on the branches. Babies use their senses and curiosity to learn about their world. They become absorbed exploring the inside of a pumpkin, feeling the different textures. Toddlers gain confidence and are eager to have a go at repeating new words, such as 'squidgy'. They learn to use spoons to scoop some pumpkin out and examine the seeds with interest. Babies discover how things work, showing delight when they activate lights by pressing buttons on an interactive toy. Children behave well. They interact positively with their friends and show concern for others from a young age. Staff have increased their cleaning regime of the nursery due to the COVID-19 pandemic and wipe down furniture and resources after use. Staff encourage children to follow good hygiene practices, such as covering their mouths when coughing and washing their hands after sneezing.

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

- The provider has not ensured that the acting manager has had a suitable induction for her role, to help her monitor and develop staff practice more effectively. For example, the acting manager does support staff to develop their awareness of children's learning and development, but neither she nor the provider have checked that all staff have a good enough understanding of safeguarding so that they are equipped to keep children safe.
- Staff support children's communication and language effectively. Babies show delight as staff praise them for their attempts at repeating words. Pre-school children confidently tell staff the names of dinosaurs, such as a 'stegosaurus' or 'triceratops'.

- Children enjoy using their imagination. Pre-school children like to dress up as superheroes or make potions using sand, water and herbs in the mud kitchen outdoors. Babies explore the play food and pretend to make a cup of tea. Children have fun helping staff draw pictures of film characters on large cardboard boxes to make their pretend cinemas, sitting in these to 'watch' a favourite film.
- Staff assess children's achievements and share these with parents. They base activities on children's choice of play to encourage their participation and progress. For example, children choose their favourite stories to look through with staff in the outdoor play area. Staff use these to build on children's developing listening and attention skills. Staff observe children's interest in drawing and extend their early writing skills through further activities, such as making marks using colourful chalks on the playground floor.
- Parents comment that staff are friendly and supportive. Staff seek parents' views to help develop the provision offered. Parents say staff get to know their children's interests well from the start to help to involve them in purposeful play activities.
- Since the last inspection, staff have changed the arrangements for some adult-led activities to better support children's interest and participation. Staff now organise smaller group activities, which has helped to improve children's engagement in learning well. In addition, staff have developed the outdoor play areas to provide more learning opportunities. For example, children like to draw pictures on the chalkboard in the outdoor shelter and benefit from being able to play under cover and in the fresh air during all weathers.
- Children have fun being energetic and developing their physical skills. Pre-school children like jumping in the puddles or helping a friend push a ride-on toy around. They learn to control their speed and direction. Babies pull themselves up to standing and gain the confidence to climb up a small slide and then push themselves down.
- Staff encourage children's awareness of healthy foods well. Children help to grow fruit and vegetables, such as raspberries, tomatoes and green beans. They learn that plants need water to help them grow. Children learn about change as they see how different fruits mix together with milk to make a 'fruit smoothie'.
- Staff have completed some training to develop their skills. For example, this has helped them to understand further ways to calm and settle babies. Staff have also introduced baby yoga activities to encourage babies mobility and control of their movements.

Safeguarding

The arrangements for safeguarding are not effective.

Staff complete safeguarding training. However, the provider does not check that staff are fully confident in what they know about safeguarding. For example, some staff do not have a secure enough understanding of the 'Prevent' duty guidance and are not aware of possible signs that may indicate children are at risk of extremist views. In addition, the provider does not implement robust recruitment

procedures to ensure that all staff are suitable for their role. Staff complete risk assessments of the premises and, overall, suitable prevention is in place to help them minimise accidents. Staff have clear procedures in place for managing emergency situations and they practise fire drills with children.

What does the setting need to do to improve?

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

	Due date
ensure all staff are confident in their knowledge and understanding of all aspects of safeguarding	02/12/2021
implement effective arrangements for helping to assess the suitability of all adults working with children	02/12/2021
improve arrangements for supporting the acting manager in her role, and for the monitoring of staff practice, to ensure they all have a clear understanding of all aspects of their roles and responsibilities.	02/12/2021

Setting details

Unique reference number	EY389369
Local authority	Somerset
Inspection number	10210394
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	29
Number of children on roll	42
Name of registered person	Brister-Thorne, Graham Neil
Registered person unique reference number	RP515328
Telephone number	01823617255
Date of previous inspection	14 December 2017

Information about this early years setting

Blackdown Children's Day Nursery registered in 2009 and is privately owned. It is located in Chelston, near Wellington, Somerset. The nursery is open from 7.45am until 6pm, from Monday to Friday, all year round, with the exception of bank holidays. It receives funding for the provision of free early education to children aged two, three and four years. The owner employs 12 staff. Of these, one holds a degree in early years education, eight hold qualifications at level 3 and two hold qualifications at level 2.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager took the inspector on a tour of the setting and explained how the curriculum is delivered.
- The inspector and the manager completed a joint observation and discussed the quality of teaching.
- The inspector observed children's interactions in play, indoors and outdoors, and discussed their learning and development with staff.
- The inspector took parents' views into account and also viewed parent questionnaires.
- A sample of documentation was viewed, including staff's qualifications and 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.

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