

# Report for childcare on domestic premises

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Inspection date: 27 October 2021

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## **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

There are substantial weaknesses in safeguarding practice that have a significant impact on children's welfare. For example, staff do not implement the setting's safeguarding policies and procedures. They fail to take swift action to share concerns about children with the designated person for safeguarding in the setting. Managers and leaders have a weak understanding of child protection procedures. They do not take prompt action to refer concerns raised about children to the relevant agencies. This compromises children's safety and leaves them at potential risk of harm.

The health and well-being of all children is significantly compromised by the setting's poor health and hygiene practices. For example, staff working with babies and children aged under two years use the same bowl of water and cloths to wash children's hands and face at mealtimes. They put soothers and teething rings back in babies' mouths, before sterilising them when they have been dropped on the floor. There has been a recent outbreak of hand, foot and mouth disease and other infections across the setting, including positive cases of COVID-19. The provider and manager have failed to notify parents of some of these instances.

Staff do not provide children under the age of two years with suitably challenging and age-appropriate experiences. Children frequently wander round the room and staff do not help to prepare them for their move into the toddler room. For example, staff seat them in feeding chairs with safety restraints, when they are capable of sitting at the table with their peers. Staff interact well with children in pre-school and engage well in their play. They follow children's lead and interests. Children develop a real sense of themselves and confidently express their feelings and emotions during group time. However, some staff do not consistently reinforce the expectations of children's behaviour effectively. This leads to some children becoming upset because some staff do not act promptly to resolve conflicts with their peers.

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

- The provider does not have a clear oversight into the operations of the setting. She has failed to identify and address areas of weakness in the manager's, room leaders' and staffs' practice. This has led to several breaches of the statutory requirements.
- The arrangements for the supervision of staff are poor. The manager does not identify effective ways to drive improvements in the quality of education and care practices across the setting. As a result, leaders and staff do not receive the targeted support, coaching and training that they need to help them understand their roles and responsibilities, with particular regard to children's health, safety

and welfare.

- The provider, manager and room leaders do not ensure that all children's care and learning needs are met. The quality of education is variable and children do not consistently receive the individual support that they need to make good progress. For example, staff working with babies and children aged under two years do not interact well with babies and younger children to help develop their communication skills. Some of the youngest babies are left in seats for large parts of the day and do not have regular opportunities to develop the physical skills required for walking.
- Toddlers and older children develop a love of reading and help to re-enact and retell familiar stories during outdoor play. Staff interact well with older children as they go on a pumpkin hunt. Children develop good mathematical skills as they learn to organise pumpkins in size order and count the total number in the group. Older children are taught simple addition as they add the total number of staff and children in the pre-school room together.
- Less experienced staff do not consistently remain vigilant or act promptly to reinforce the expectations of children's behaviour. This leads to some older children becoming upset as their friends push them on the floor and roll over the top of them. This has a negative impact on children's emotional well-being and self-esteem. That said, when more experienced staff observe these behaviours they skilfully and swiftly support children to manage their conflicts well.
- The key-person system is not effective. Children are assigned a key person who liaises with their parents to gather key information about their individual needs. However, the key person does not consistently make themselves available to help support children who are settling in at nursery. This has a negative impact on children's emotional well-being and makes it difficult for them to form a secure bond with a familiar adult.
- Room leaders link parents to external professionals and seek support for children with special educational needs and/or disabilities. Parents say that they are happy with the setting and receive regular feedback about their child's day. However, the information passed on to parents is not always reflective of the child's actual experiences in the setting. Furthermore, staff do not provide all parents with enough information about their child's progress to help promote their learning at home.

## Safeguarding

The arrangements for safeguarding are not effective.

The safeguarding policies and procedures are not up to date and in line with the local safeguarding partnership. The provider and manager have a poor insight into the implementation of the setting's safeguarding policies and procedures. They do not recognise significant weaknesses in the designated safeguarding lead's and staffs' knowledge and understanding of child protection matters. For example, staff do not recognise the signs that indicate a child might be at risk of harm. They do not act promptly to share information or report signs of abuse to the designated person for safeguarding. Where concerns are raised, the designated person for

safeguarding and the manager do not take timely action to refer concerns about children to the relevant agencies without delay. This leaves children vulnerable and 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 the policy and procedures for safeguarding are up to date and in line with the local safeguarding partnership procedures	12/11/2021
ensure that the manager, the designated safeguarding lead and all staff have an up-to-date knowledge of the potential indicators of abuse, and understand the importance of making timely referrals to the relevant agencies	12/11/2021
implement effective hygiene practices that promote the good health of children and help to minimise or stop the spread of infection	12/11/2021
ensure the supervision of staff and leaders identifies areas of weakness in practice, so that they receive targeted support, coaching and training to improve their knowledge and skills	12/11/2021
improve the key-person systems so that all children are well supported as they settle in at nursery, and have the opportunity to build secure relationships with their care givers	12/11/2021
ensure parents are provided with accurate accounts of their child's day and information about their learning targets, to help promote continuity of care and children's learning at home	12/11/2021

ensure that all staff know how to consistently reinforce clear boundaries and expectations of children's behaviour and do so in a timely manner.	12/11/2021
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**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
raise the quality of education, so staff working with babies and younger children provide them with an exciting and appropriately challenging curriculum, that takes account of their individual needs and builds on what they already know and can do.	27/11/2021

## Setting details

<b>Unique reference number</b>	2499305
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10191545
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 7
<b>Total number of places</b>	33
<b>Number of children on roll</b>	58
<b>Registered person unique reference number</b>	2499304
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hickory House registered in 2018. The setting is based in Ilkley, Bradford. It is open Monday to Friday, all year round, excluding bank holidays and the week between Christmas and New Year. Sessions are from 7.30am until 6.30pm. The setting employs 21 members of staff, 13 of whom hold appropriate early years qualifications; two are at level 2, eight are at level 3, one at level 5. The manager holds qualified teacher status and the provider holds early years professional status. The setting provides 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 completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation with the toddler room leader and evaluated the quality of teaching and learning.
- The inspector observed the quality of education and assessed the impact this has 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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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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