

Inspection of Beaulieu Park Day Nursery

Beaulieu Park Day Nursery, 9 Albemarle Link, Chelmsford CM1 6AH

Inspection date: 18 November 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is compromised. Required staff-to-child ratios are not consistently met. For example, at the start of the nursery day there are high numbers of young children with insufficient staff available to care for them.

Children are not provided with a curriculum that challenges and extends their learning and development. The quality of children's education throughout the nursery is poor. For example, although staff sit with a group of two-year-old children at a particular activity involving dried cereals, they do not engage children in the activity. Instead, they remind children to keep the cereals on the table as the children drop these on the floor. As a result, children's play is not purposeful.

Children do not benefit from meaningful learning opportunities. The lack of staff's ongoing observation and assessment for children means they demonstrate a poor understanding of where children are in their learning. As a result, staff are unable to accurately plan a stimulating and challenging learning environment for most children.

Staff do not manage daily routines and times of transition very well. This means children wait for extended periods of time, in particular when staff are preparing for group activities. Older children lack engagement, which leads to a disorderly environment that hinders children's learning. Staff do not manage the disruptive behaviour and fail to support children to develop an understanding of appropriate behaviours.

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

- The provider has failed to ensure that recruitment procedures are robust. For example, adequate checks are not completed for staff that leave and return to work after a significant period of time. This means the suitability of staff is not fully checked and therefore, children's safety and welfare are not assured.
- The provider does not ensure that the manager has an up-to-date knowledge of wider safeguarding issues, which may have an impact on children's welfare. Additionally, there are inconsistencies with staff knowledge and understanding of safeguarding and the procedures to be followed. For example, some staff do not understand the local authority procedures to be followed if concerns arise about adults working with children. Furthermore, some staff do not know when or why they must contact the local authority. This affects children's safety and welfare.
- Staff induction procedures are not followed consistently. As a result, some staff do not demonstrate a suitable knowledge and understanding of their roles and responsibilities.
- Staff do not implement effective strategies to manage children's behaviour. For

example, children observed pushing, shoving and fighting with each other are told to 'sit nicely'. When this behaviour then extends to a child getting hurt, staff fail to explain to children the consequences of their actions. This means children do not learn to recognise the impact their behaviour has on others.

- Staff supervision arrangements are poor. The provider fails to ensure that the manager acts upon training needs identified by staff, such as behaviour management. Nothing is done to address these training needs. This has a negative impact on children's safety and welfare. Furthermore, this fails to support staff in managing children's behaviour.
- The key-person system is not good enough. Staff do not ensure that children's individual needs are considered effectively. There are inconsistencies with the support that staff provide to children who speak English as an additional language. Consequently, some children do not develop a good standard of spoken English.
- Staff do not promote the good health of all children. They do not support children to learn about positive ways to prevent the spread of infection. For example, staff do not ask children to cover their mouths, use a tissue or wash their hands after coughing and sneezing. In addition to this, children using cereal during activities are told not to eat from the floor, but staff do little to explain why, or stop the children from doing this.
- Older children enjoy their outing to the local park. They actively join in with collecting sticks as they gather these to take back to nursery to recreate the main character from a favourite book.
- Young babies are happy. They demonstrate that they feel safe and secure, and they have close relationships with key staff. Children in this room explore activities and experiences with interest.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management means that children's safety is not assured. The provider does not ensure that recruitment procedures are followed, and essential background checks are completed to make certain that staff are suitable to work with children. Staff complete online safeguarding training and, in the main, know the signs they must be alert to that may indicate a child is at risk of harm or abuse. However, the provider does not ensure that staff's understanding is regularly checked. Some staff are not familiar with the local safeguarding procedures. This includes how to report concerns about adults in the setting if management were not to follow them up. In addition, the provider does not ensure that the manager and staff have a sufficient knowledge of wider safeguarding matters.

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 staffing arrangements meet the needs of all children; deploy staff appropriately so that ratios are met at all times	07/12/2021
implement appropriate procedures for dealing with children's behaviour and train staff to ensure that they follow these consistently	07/12/2021
train all staff to understand the safeguarding policy and procedures	07/12/2021
implement robust recruitment procedures to ensure that adults looking after children are suitable; keep a record of information about staff qualifications and the identity checks and vetting processes that have been completed	07/12/2021
implement effective induction training that supports staff to understand their roles and responsibilities	07/12/2021
ensure that staff undertake appropriate training and continuous professional development to ensure they continually offer quality learning experiences for all children	07/12/2021
implement effective supervision with staff that provides support, coaching and training and promotes the interests of all children	07/12/2021
ensure the care of each child is tailored to meet their individual needs, this includes ensuring that children have sufficient opportunities to learn and reach a good standard in English language	07/12/2021

ensure that all necessary steps are taken to keep children safe and well, with particular reference to supporting children to reduce the spread of infection and learn about good health.	07/12/2021
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve the organisation of daily routines, particularly regarding large-group activities to ensure that all children's needs are met	07/12/2021
improve the quality of staff's teaching and general interaction to extend, challenge and inspire children's engagement in learning	21/12/2021
ensure staff use accurate assessments of children's learning to plan challenging and interesting experiences that focus on what children need to learn next.	21/12/2021

Setting details

Unique reference number	EY500476
Local authority	Essex
Inspection number	10214077
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	145
Number of children on roll	158
Name of registered person	Beaulieu Park Day Nursery Limited
Registered person unique reference number	RP901177
Telephone number	01245 462932
Date of previous inspection	27 March 2018

Information about this early years setting

Beaulieu Park Day Nursery registered in 2016. The nursery employs 23 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7am until 7pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jo Rowley
Karen Harris

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the manager and have taken that into account in their evaluation of the provider.
- The manager and one inspector carried out a learning walk together to understand how the curriculum is organised.
- One inspector observed staff interaction with children during an adult-led activity and reviewed this with the manager.
- One inspector spoke to a number of parents during the inspection and took into account their views and feedback. Both inspectors spoke with children and staff throughout the inspection.
- The inspectors reviewed a sample of the provider's documentation, including evidence of staff suitability.

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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