

Inspection of Little Walkers Day Nursery Coseley

st John Fisher Roman Catholic Church, Yew Tree Lane, Coseley, West Midlands
WV14 8RF

Inspection date: 17 December 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 are failing to thrive. They are not provided with activities tailored to their individual interests or developmental needs. The management and staff do not have high enough expectations for children's learning and development. This negatively impacts on children's development in all areas of learning. Consequently, children make inadequate progress.

Children's safety and welfare in the setting is compromised. Staff do not have a good enough knowledge of the signs or symptoms, which may indicate a child is suffering or at risk of harm. Children display disruptive and unsafe behaviour. They are unkind to each other and cause injury as they hit or throw toys at one another. Children are bored while waiting for their lunch, and rub table knives inside their mouths. Staff lack the knowledge and understanding of how children learn to be able to effectively manage their behaviour. This leads to a chaotic environment where children develop a negative attitude towards their learning.

Children enjoy spending time outdoors. They kick balls and use wheeled toys with skills and confidence. That said, there is little opportunity for children to follow their interests. Resources are limited and staff do not help children use them to their full potential. There is guttering fixed to the fence, but no resources, such as balls or water to use with it. There is a play kitchen and house but no accessories to ignite children's imagination. Consequently, children become disengaged and start to throw stones.

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

- Leadership and management are inadequate. The provider has employed a manager who has insufficient experience and lacks knowledge of the early years foundation stage. There is a lack of effective training or coaching provided to support her. As a result, the manager has not provided staff with the appropriate supervision or support for them to be confident in their roles and responsibilities. They do not understand how to provide an ambitious curriculum, to support children's progress in all areas of learning.
- The key-person system is not effective. There is a high staff turnover. Arrangements to cover staff absence and staff deployment are poor. This does not help children to develop strong bonds with their carers to support them to feel emotionally secure and safe. Parents also report they do not know who their child's key person is.
- The manager and staff demonstrate a lack of knowledge of child development. They do not know enough about the children they look after. Staff do not know what children can do, or what they already know. Staff complete assessments on children's progress, however, these are inadequate and not effective, as gaps

in learning are not identified. This results in staff not being able to accurately identify children's next steps in learning and children do not make the progress they are capable of.

- Activities are not age appropriate for children's different stages of development, and do not take account of children's interests. Teaching is poor. For example, children are asked to take turns to write letters of their names and a number. Some children have not yet developed their pencil grip and some cannot count, or recognise numbers or letters. They become restless, disengaged, roll around, throw cushions and are, generally, disruptive. This has a significant negative impact on children's learning and development.
- Staff are not equipped to manage children's challenging behaviour. They do not teach children to gain an understanding of right and wrong to learn appropriate ways to behave. Because of this, children do not develop the necessary attitudes and skills for future learning, including for their eventual move on to school. Staff spend a lot of time dealing with disruptive behaviour and treating injuries arising from some children hurting their peers. Documentation completed for injuries show that over half of the accidents recorded relate to injuries that result from inappropriate behaviour of some children. However, not all injuries have been recorded and parents have not been informed. This fails to keep children safe.
- Staff do not promote older children's communication and language skills well, especially those who speak English as an additional language. Staff miss opportunities to engage with children, question them to challenge their thinking or lead simple conversations. Staff fail to support children who do not have a full understanding of the English language. As such, children become frustrated and upset that they cannot communicate their needs effectively.
- Children are told to sit down for story time. A child chooses a book for the staff to read and tries to hand it to them. However, staff tell the child they have already chosen the story. Staff do not acknowledge the negative impact this may have on children and their feelings.
- Self-evaluation of the provision is not effective, as leaders fail to identify key weaknesses in the provision. Plans for improvement focus heavily on lists of resources to purchase and not on the quality of teaching and curriculum.
- Babies are provided with appropriate activities and experiences. Staff in the baby room sing songs and constantly talk to them to promote their early communication and language skills. They place toys around the room to encourage children's developing mobility. Older children gain some personal skills. They can go to the toilet independently and wash their own hands.
- Parents report that they receive information about their child's day in the nursery, through the online application used by the staff.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure all staff have a good enough understanding of how to safeguard children. Newly appointed staff have not yet been provided with the

necessary training and support to ensure they understand all safeguarding procedures. Staff do not know how to identify the possible signs and indicators of abuse, such as girls at risk of harm from certain cultural practices. This means that staff are unable to protect children from potential harm. Recruitment and vetting procedures are not robust. Appropriate references have not always been obtained. Managers ensure the setting is secure and only authorised persons can enter.

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 all staff, including the manager, receive training to help them understand their roles and responsibilities	21/01/2022
implement an effective key-person system to ensure that each child's learning is tailored to meet their individual needs and keep parents informed	21/01/2022
ensure all staff receive training to manage children's behaviour in an appropriate way that helps them to understand how their actions affect others	21/01/2022
keep a written record of all accidents and injuries to children and ensure parents and carers are informed on the same day	21/01/2022
ensure all staff have an up-to-date knowledge and understanding of safeguarding	21/01/2022
implement rigorous recruitment procedures to ensure the suitability of those employed to work with children	21/01/2022

train and support staff to use accurate assessments to identify children's next steps and to plan suitably challenging and enjoyable experiences for each child, in all areas of learning and development, to ensure they make consistently good progress.	21/01/2022
--	------------

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

	Due date
plan and deliver a clear curriculum for children with activities that help to promote children's interests and engage them in appropriately challenging activities	04/03/2022
help staff to develop the skills and knowledge needed to raise the quality of teaching to support children's communication and language skills	04/03/2022
improve staff practice to ensure they identify any gaps in children's learning to enable effective support to be put in place.	04/03/2022

Setting details

Unique reference number	2579056
Local authority	Dudley
Inspection number	10216991
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	0 to 4
Total number of places	52
Number of children on roll	47
Name of registered person	Firewalker (UK) LTD
Registered person unique reference number	RP900906
Telephone number	07802797558
Date of previous inspection	Not applicable

Information about this early years setting

Little Walkers Day Nursery Coseley registered in 2020. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 to level 6. 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.

Information about this inspection

Inspector

Karen Laycock

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk to understand how the setting operates and how the curriculum is organised. The manager and the inspector carried out a joint evaluation of an activity together.
- The manager and the inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the provider, manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021