

Inspection of Innovations Children's Centre and Day Nursery

Innovation Childrens Centre, Cousin Lane, HALIFAX, West Yorkshire HX2 8DQ

Inspection date: 17 December 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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The setting has recently experienced a turbulent period. There have been a high number of staff changes, resulting in the key-person system being ineffective. Although staff complete regular assessments of children, they do not share information they gather from their assessments with new key persons. This means that children are frequently cared for by different members of staff who are unfamiliar with their needs. As a result, some staff do not understand how to use the activities to support and extend all areas of children's development. Furthermore, children are exposed to a number of risks due to staff's poor supervision of them. Children are frequently left unsupervised, including when playing outside. Parents are not currently able to go into the nursery at drop-off and collection times due to the COVID-19 pandemic. Staff share some information with parents as they collect their children at the door. However, this information is mainly about children's routines, such as what children have eaten and the times that they have slept. This does not help parents to support their children's learning at home.

Children's safety and welfare are compromised due to significant weaknesses in some staff's knowledge and understanding of safeguarding practice and procedures. Nevertheless, children show confidence in the nursery and older children form friendships with their peers. Children develop their independence. Young children learn to feed themselves, and older children know where to put toys when they tidy away.

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

- Managers have failed to notify Ofsted of a serious event. Staff fail to implement the nursery's risk assessment procedures. They do not ensure that children are within sight or hearing at all times. Leaders and managers do not check that staff deploy themselves adequately to ensure children's safety and to meet their individual needs. This puts children at risk of harm.
- Some areas of partnership working are positive. Staff work in partnership with other professionals, such as speech and language therapists and the inclusion support team. The manager uses additional funding appropriately to further enhance the provision for those children who are eligible. However, new staff working with children with special educational needs and/or disabilities do not understand what children know and can already do. This is having a significant impact on the progress children are making. Consequently, these children are not prepared for their next stage in learning.
- Parents say their children are happy to attend. However, some 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.

- At times, children have some positive learning experiences. For example, toddlers explore the ice outside and are fascinated as they watch it melt. Children explore the different textures and are encouraged to make predictions. However, at other times, children become bored and wander away from activities because they lack staff interaction. As a result, children lose focus and do not have a positive attitude towards learning.
- Staff successfully introduce songs with actions, such as 'Dingle dangle scarecrow' and 'Jingle bells'. This allows all children to participate in the rhyme without using the spoken word. Children who speak English as an additional language have some opportunities to extend their vocabulary. Staff use some key phrases to support children to communicate their needs and interests. However, staff do not consistently make the best use of opportunities to engage in conversation with children. For example, on occasions, staff ask questions that require one-word answers, or ask several questions in quick succession. As a result, children often fail to respond. This has an impact on children's language development.
- Leaders and managers have made some action plans to make continuous improvements to staff practice. However, the effect of these plans is not yet evident in improving the quality of education and outcomes for children.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not have enough understanding of reporting procedures. Therefore, they fail to notify Ofsted of serious incidents. The management team does not monitor staff's knowledge and understanding of safeguarding effectively enough. For example, some staff lack knowledge of the 'Prevent' duty and are not aware of how to recognise signs that may indicate that children are at risk of extremist views. Not all staff know the procedure to follow if they have concerns about a child or a colleague. These weaknesses compromise children's safety and welfare.

What does the setting need to do to improve?

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

	Due date
improve leaders' and managers' knowledge and understanding of significant events that must be reported to Ofsted	07/01/2022

develop staff's knowledge and understanding of safeguarding matters with regard to reporting concerns about children who may be at risk of harm, reporting concerns about a colleague harming a child, and who the designated safeguarding lead is	07/01/2022
put systems in place to check that all staff have a secure knowledge and understanding of the signs that might indicate children are at risk of harm, including the 'Prevent' duty guidance	07/01/2022
ensure the key-person system is effective in order to help ensure that every child's care and learning meets their individual needs	14/01/2022
raise the quality of teaching and curriculum delivery to ensure all children are fully supported to engage in challenging activities that build on what they know and can already do	14/01/2022
ensure that staff develop the skills and knowledge needed to promote children's communication and language skills effectively	14/01/2022
improve partnerships with parents in order to share information about children's learning and development, and support parents to extend children's learning at home	14/01/2022
put arrangements in place to monitor the deployment of staff to ensure children are within sight or hearing at all times and that they consistently benefit from high-quality interactions.	14/01/2022

Setting details

Unique reference number	EY382695
Local authority	Calderdale
Inspection number	10215993
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 5
Total number of places	56
Number of children on roll	93
Name of registered person	North Halifax Partnership Limited
Registered person unique reference number	RP903426
Telephone number	014222 48222
Date of previous inspection	6 January 2017

Information about this early years setting

Innovations Children's Centre and Day Nursery registered in 2008. The day nursery employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications: eight at level 3 and one at level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Dent

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector spoke to parents during the inspection and took account of their views.
- A sample of documentation was looked at by the inspector, including staff's suitability records and policies and procedures.
- The inspector observed the quality of interactions between staff and children, and evaluated the impact that these had on children's learning and development.
- During a joint observation, a senior room lead and the inspector evaluated the quality of education together.

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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