

# Inspection of The Willows Day Nursery

23 Park Road, Buxton, Derbyshire SK17 6SG

---

Inspection date: 21 January 2022

---

## **Overall effectiveness**

**Inadequate**

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 are not assured. Staff do not supervise them well enough, particularly when moving around the building during daily routines. Staff and managers do not understand safeguarding procedures and children are not safe when they are sleeping. Children's well-being is compromised as staff are not fully aware of their individual developmental needs. Additional support is not available to all children who require it. Therefore, children, including those with special educational needs and/or disabilities (SEND), do not make the progress they are capable of.

Most staff are not clear about what they want children to learn. They do not use activities and experiences to build on what children already know and can do. Children do not always understand what behaviour is expected of them as staff do not provide them with consistent boundaries. For example, some staff tell children to be careful because there is sand on the floor, while others encourage them to run. Children do not have opportunities to develop determination or perseverance because staff do not sufficiently challenge them.

Children enjoy leading their own learning. For example, older children use their imagination during role play. They pretend to sell ice cream in their café. Children show kindness towards each other, for example by helping their friends to open a purse so they can buy food. Children follow instructions despite the inconsistent messages they receive from staff. For instance, they line up ready to go inside when asked to. Children are becoming independent. They get their own cutlery for lunch and some put their coats on without help. Children, including those with dietary requirements, enjoy healthy meals that support a balanced diet.

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

- Staff and managers do not have secure safeguarding knowledge. They cannot explain the steps to follow if children are at risk of harm. Managers do not identify and support staff to develop their safeguarding knowledge.
- Staff do not ensure that children sleep safely and comfortably. For example, older children sleep in pushchairs where, to fit into the pushchair, they sit in a squashed and uncomfortable position. Very young children sleep in a pushchair that does not lie completely flat. Staff do not show an understanding of the importance in following safe sleeping guidance and therefore place children at risk.
- Staff do not supervise children as they climb a flight of stairs and use the bathroom, which is out of the sight and sound of staff.
- Procedures for managing staff performance are not thorough. Managers do not give enough attention to improving the quality of education. They identify areas

staff need to improve but they do not provide quality support and training to raise standards. Managers do not measure the impact that changes in the setting have on staff practice and children's experiences effectively. They do not reflect and develop the environment, to ensure it supports the opportunities they want children to experience.

- Some staff can identify what children need to learn next. However, they do not consistently focus on supporting gaps in learning and experiences. Staff do not seek additional support where this is needed.
- Staff do not have consistently high expectations for children's behaviour. For example, some children are asked to use resources carefully while others are allowed to throw them. However, children support each other to use their manners. They remind others how to queue behind each other when waiting, and say 'please' and 'thank you'. Staff encourage children to make choices, asking them what healthy snack and drink they would like.
- Staff interaction with children is varied throughout the nursery. There are times when children, particularly those with SEND, become disinterested in learning due to the lack of support and attention they receive. Young children wander around aimlessly because the room is poorly organised and uninspiring. Children become disengaged and silent for long periods of time. Some staff have better interactions with children. For example, staff read a book in the baby room, repeating key words like 'penguin' and 'cold'. They explain that the penguin looks happy as he is warm with a hat and a scarf on.
- Activities do not meet children's individual learning needs. Much of the learning that takes place is incidental and children do not make the progress they are capable of. Staff describe some important knowledge and skills children need to learn, but these are not promoted through the curriculum. Children willingly take part in activities despite the lack of challenge and staff interaction. For instance, they sit quietly, answering staff's limited questions as they make robins for a display. Children follow instructions, sticking feathers on pre-made paper robins using a glue stick with glue already put on it.
- Staff are kind and greet children warmly with a smile. Children are happy to come into the nursery and they settle well. Staff show compassion when carrying out children's care needs, such as changing nappies. They offer a reassuring cuddle to children when needed.
- Parents say they are happy with the nursery. They say that staff tell them what children have eaten during the day. Parents are confident that food allergies and preferences are well catered for.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager, who is the designated safeguarding lead, does not have a secure understanding of how to report concerns where children may be at risk of harm. In addition, she does not understand the procedures to follow where there are concerns about staff. Staff cannot explain the processes in place to safeguard children and do not recognise some indicators of abuse. There are recruitment

systems in place to ensure all staff working with children are safe and suitable. However, new staff are not given sufficient support to ensure that their understanding of safeguarding policies and procedures is secure. Children are not always suitably supervised by adults and their safety is not assured when they are sleeping. Staff do not consistently manage children's behaviour.

## 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
ensure all staff working with children have a thorough understanding of all safeguarding policies and procedures, and can implement these in practice	18/02/2022
take all reasonable steps to ensure the safety of children, sufficiently supervising children at all times, particularly when using the stairs	18/02/2022
ensure all children's sleeping arrangements are always suitable and support their well-being, catering to their age and size and complying with government guidance	18/02/2022
put in place appropriate arrangements for children with SEND, including taking action when children need specialist support	18/02/2022
support staff to undertake appropriate training and professional development opportunities that improve their knowledges and skills, to ensure they offer quality learning and development experiences for children	18/02/2022
ensure all staff manage children's behaviour appropriately and consistently	18/02/2022

ensure all staff consistently provide challenging opportunities for children, focusing on identified gaps in their learning and experiences, and planning clear intentions for building upon what children know and can do.	18/02/2022
---	------------

## Setting details

<b>Unique reference number</b>	206245
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10072523
<b>Type of provision</b>	Childcare on non-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 4
<b>Total number of places</b>	57
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Mr Kyran Connolly & Mrs Helen Connolly Partnership
<b>Registered person unique reference number</b>	RP902896
<b>Telephone number</b>	01298 79287
<b>Date of previous inspection</b>	15 July 2016

## Information about this early years setting

The Willows Day Nursery registered in 1997 and is situated in Buxton, Derbyshire. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The inspector observed staff and children of all ages throughout the nursery, assessing the quality of education and its impact on children's learning and development.
- The inspector spoke to parents and took their views into account.
- The manager and the inspector observed and evaluated an activity together.
- The inspector held discussions with staff and leaders regularly during the inspection.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022