

Inspection of Supercalifragilisticexpialidocious Childcare

YMCA Orrell, 121 Winstanley Road, Billinge, WIGAN, Lancashire WN5 7XE

Inspection date: 24 November 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	Good

What is it like to attend this early years setting?

The provision is inadequate

Recent changes in the staff team have led to a significant reduction in staffing levels, particularly for children under three years. This has had a negative impact, particularly on the level of supervision, time and attention that staff can provide. As a result, staff are not always able to fully meet children's needs and their safety and well-being is compromised. Too many children are repeatedly unsettled. Babies who become upset are held by staff, but this does not always provide the level of reassurance they need. This is because they do not know the staff well enough. There are times when children wander aimlessly. This is because they do not get the support they need from staff to engage in meaningful activities. That said, when they do engage, children under three years enjoy some meaningful opportunities to be physically active and to explore new textures. Children are encouraged to use their core strength to reach and stretch. They spread and explore how shaving foam feels. Children over the age of three years are much better supported in their learning. They benefit from a broad range of well-planned activities that help them to learn and know more in readiness for school. For example, pre-school children enthusiastically investigate the properties of sand. They predict what will happen to the sand if they add water, then experiment to find out how the changes will affect how the sand flows through the funnel.

During the COVID-19 pandemic, the manager and her staff team worked with parents to try to minimise the disruption to children's care and learning. They shared activities, messages and details of suggested learning online. To maintain a connection with the children while the setting was closed, staff made recordings so that children could see and listen to them reading stories. Staff are mindful of the impact the pandemic has had, particularly on the emotional well-being of children under three years. However, recent staffing issues mean that staff are currently unable to provide every child with the support they need.

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

- Staff do not accurately assess risk, so they do not take sufficient action to minimise the risk of harm to children. For example, during the inspection, staff choose not to use safety harnesses for babies who are seated in high chairs. Staff did not immediately notice when a child stood up in the high chair. This means that children are exposed to a significant risk of injury from falls. Furthermore, poor staff practice, such as climbing over safety gates while carrying babies, places children at unnecessary risk. Once this was identified at the inspection the manager took steps to address these issues.
- In recent weeks, a high number of staff have left their positions in the nursery within a very short timescale. The remaining staff are, at times, poorly deployed. This means domestic tasks such as preparing and cooking meals, take childcare

staff away from the children for prolonged periods. During the inspection, this meant that there were not enough staff to meet the needs of the children.

- The key-person system for children under the age of three years is not effective. Some children have not formed the secure attachments they need to feel safe. On the day of the inspection, staff were unable to provide babies who were unsettled with the level of emotional support they needed.
- The manager has failed to seek clarification from the relevant training provider about a member of staff's current qualification. This means the manager has made assumptions about the relevance of qualifications when deploying staff to work alongside unqualified staff. Staff report that ordinarily they have regular staff meetings and individual supervision meetings. These are used to review staff performance and identify training needs, including child protection training and paediatric first aid.
- In the main, children behave well. Pre-school children wait patiently, they listen to instructions and understand they need to share and take turns. Staff are positive role models, who encourage children to reflect on their own behaviour and how their behaviour affects others.
- The manager has a clear vision and talks passionately about what she wants children throughout the nursery to learn. However, current staffing issues means that staff caring for children under three years are not able to deliver the intended curriculum.
- Children with special educational needs and/or disabilities have been quickly identified and there is evidence of established partnership working with parents and other professionals. This helps staff to plan effectively to meet children's specific needs. Parents spoken to during the inspection expressed their satisfaction with the quality of care and education provided. Parents commented specifically on the good progress children make with both their speech and personal development since starting at the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not rigorous enough. This leads to situations which put children at risk of injury. Staff do not consistently teach children how to keep themselves safe. Children repeatedly climb on low-level role play furniture, and packed away furniture, such as soft play and baby bouncers. While staff lift them down, they do not do enough to help children to understand the risks. Staff have completed relevant training and are clear about their role and responsibility to report any concerns they have, both within the nursery and to appropriate agencies without delay. However, while there is a clear process for recording injuries that children have when they arrive at nursery, on occasion, senior managers do not implement this.

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
implement effective risk assessment which identifies potential hazards and ensures children's safety, including the risk of falls when using high chairs and when staff climb over safety gates while carrying babies	03/12/2021
ensure there are enough suitably qualified staff on duty who know the children well and are able to meet their individual needs at all times	03/12/2021
establish a stable key-person system which allows every child to develop strong attachments with a member of staff who knows them well	03/12/2021
ensure all staff fully understand and consistently implement all aspects of the procedure in place to safeguard children, specifically the procedure for recording existing injuries	03/12/2021
ensure there are sufficient staff working directly with children under three years, to deliver the intended curriculum, so that they are provided with a broad range of well-sequenced opportunities which give them the right foundations for good future progress.	03/12/2021

Setting details

Unique reference number	EY539869
Local authority	Wigan
Inspection number	10214774
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 4
Total number of places	47
Number of children on roll	42
Name of registered person	Supercalifragilisticexpialidocious Ltd
Registered person unique reference number	RP539868
Telephone number	07854615604
Date of previous inspection	14 December 2017

Information about this early years setting

Supercalifragilisticexpialidocious Childcare registered in 2016. The nursery opens Monday to Friday from 7am until 6pm, all year round. The nursery employs 10 members of staff, two of whom hold early years professional status or qualified teacher status. A further four staff members hold an appropriate qualification at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Vickie Halliwell

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 observed the quality of education being provided. She assessed the impact these activities had on children's learning. She completed a learning walk with the manager to discuss how the curriculum is planned and implemented.
- The nursery manager and the inspector completed a joint observation of an adult-led learning activity. They discussed how the teaching observed extended children's understanding and linked into the learning intentions for the children.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection. The inspector took account of their views.
- The manager, staff and children were spoken to by the inspector during the inspection. Staff explained why they were undertaking some activities and how they worked with individual children.

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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