

# Inspection of Smarties@ Welcome Nurseries

West Street, Enderby, Leicester LE19 4LS

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Inspection date: 26 January 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

The safety and well-being of children are compromised. Staff are not aware of the correct procedures to follow should they have concerns about a child's welfare. Furthermore, staff are not aware of what to do if they have concerns about the conduct and suitability of another member of staff. There has been a recent change in management at the setting. The new manager has identified weaknesses in staff practice, for example, in how staff support children's language and communication skills. Although the manager has put plans in place to address weakness in practice, at the time of the inspection these plans have not yet been implemented.

Staff do not understand their role in delivering the curriculum and how to support children's learning and development. The quality of education is poor. Children spend too much time amusing themselves, with very few purposeful interactions from staff. That said, children are happy to leave their parents and they approach staff for cuddles if they need comfort or reassurance throughout the day. Overall, children behave well. When they struggle to share toys and snatch them from their friends, staff are quick to respond. They remind children to follow the nursery rules, and to share and take turns with toys.

Staff offer new children flexible settling-in arrangements. They obtain information about children's health, interests and development. However, due to recent staff changes, parents are not aware of their child's key person. This means that staff and parents are not working together to support children's learning and development. Parents comment that they receive very little information about their child's time at the nursery and are not kept informed about their child's development.

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

- Staff do not receive the support that they need to develop their skills and knowledge. As a result, they do not understand the correct procedures to follow should there be concerns about a child or the suitability of another member of staff. This means that children's welfare cannot be assured.
- The manager has not ensured that staff understand how to implement a well-sequenced curriculum that helps children make good progress in all areas of learning. Staff focus on supporting children to learn individual skills, rather than helping them to develop skills across all areas of development.
- At times, staff do not respond to children's attempts to involve them in their play. For example, a baby offers a book to a member of staff, however, the member of staff does not respond to this gesture. The baby sits looking at the book alone, babbling as they turn the pages. Children of all ages wander around

with little adult interaction and no support to keep them interested and motivated to learn. This results in the behaviour of some children deteriorating.

- Staff do not give children the time that they need to respond to questions. For example, staff ask pre-school children to predict the number of steps they will need to take to reach an area of the garden. Before children have time to think and respond staff tell them it will take 15 steps. Children are not gaining the confidence to share their own ideas.
- Partnerships with parents are not strong enough. Parents are not sure who their child's key person is. They do not receive enough information about their child's day at the nursery or about their child's development. Staff do not provide parents with the information needed to support them to build on their child's learning at home.
- Staff encourage the children to develop some independence skills. Toddlers put on their own wellington boots and coats to go outside to play. Pre-school children know that they need to wash their hands before meals. They are supervised as they use the bathroom and they are encouraged to clean their teeth after eating. Babies learn to feed themselves. Children's nappies are regularly checked and changed throughout the day. Children are provided with freshly prepared meals, which are carefully planned to take account of any dietary needs or preferences.
- Children of all ages enjoy looking at books and listening to them being read. Pre-school children act out one of their favourite books by going on a 'bear hunt' in the nursery garden. They recall the events in the story and correctly predict what happens next.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not understand how to report safeguarding concerns about a child or another member of staff, in line with local safeguarding partnership guidance. In addition, they do not understand the role of the local authority designated officer which puts children at risk. That said, staff are able to describe the signs and symptoms of abuse. They are aware of the types of behaviours and circumstances that would make someone unsuitable to work with children. Staff teach children how to understand risk, reminding them to use their 'walking feet' inside. Staff deploy themselves well to effectively supervise children and ratios are met. Through daily risk assessments, staff ensure that the premises are secure and any risks are identified and removed.

## 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:**

	<b>Due date</b>
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ensure staff understand how to report safeguarding concerns about a child in their care in line with the local safeguarding partnership procedures	09/02/2022
ensure that staff know how to report concerns about the practice of another member of staff in line with the local safeguarding partnership procedures	09/02/2022
implement supervisions of staff that identify weaknesses in practice, so that relevant support, coaching and training can be provided	28/02/2022
ensure staff are supported to implement a coherent and sequenced curriculum, that provides children with appropriate experience across all seven areas of learning	28/02/2022
ensure that staff are able to identify when children need support to help them engage in play and learning	28/02/2022
ensure staff understand how to support children in purposeful conversation, allowing children time to think and respond to questions that they are asked and to share their ideas	28/02/2022
improve partnership working with parents to ensure that they know who their child's key person is and ensure that information is shared about children's ongoing care, learning and development.	28/02/2022

## Setting details

<b>Unique reference number</b>	2619621
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10218079
<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 11
<b>Total number of places</b>	176
<b>Number of children on roll</b>	108
<b>Name of registered person</b>	Welcome Nurseries Ltd
<b>Registered person unique reference number</b>	2576357
<b>Telephone number</b>	01162861407
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Smarties @ Welcome Nurseries, located in Enderby, Leicestershire registered in 2021. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications above level 2, including one with early years professional status. 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

Teresa Lester

## 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 provider and has taken that into account in their evaluation of the nursery.
- 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 and discussed how the curriculum supports children's learning.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff, children and parents during the inspection.
- The manager and inspector carried out a joint observation of an activity together.
- The inspector held discussions with the manager and provider. She reviewed a sample of documentation and evidence of the suitability of staff who work at the setting.

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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