

Report for childcare on domestic premises

Inspection date: 31 January 2022

Overall effectiveness**Inadequate**

The quality of education

Good

Behaviour and attitudes

Good

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

The provider has not ensured that recruitment procedures include notifying Ofsted of new staff in a timely manner. This has resulted in staff working with children when their suitability has not been fully assessed. While this does not maintain children's welfare, other aspects of safeguarding children are more robustly implemented.

Children are developing into confident, well-behaved individuals. Staff have noted an impact on children's personal and social skills, as well as their communication and language, due to the COVID-19 pandemic. Additional settling-in visits have been provided, where needed, to support children to feel settled and secure in the care of staff. This supports children to develop close attachments to staff. Babies seek out their key person for emotional support when they feel upset. Staff respond by offering cuddles and reassurance, which helps to quickly soothe them.

Staff understand what they want children to learn and they support each child to build on their prior knowledge and skills. Children's communication and language is supported well. Any children with possible speech delays are quickly identified. Staff work with other professionals, services and agencies to ensure children receive the support they need. For example, children benefit from external services coming in, which focus on singing and language development. Staff have noted an improvement with children's communication skills from these sessions.

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

- Overall, leaders and managers have a generally good overview of the provision and staff. However, an oversight in their recruitment procedures has led to staff's suitability not being fully assessed prior to employment. This puts children's safety at risk.
- The provider chooses to work with the children as she prefers a hands-on approach. The nursery manager has also been working more with the children due to staffing issues resulting from the COVID-19 pandemic. While working with staff, her focus is split between caring for the children and overseeing the staff team. This means observations of staff practice and her ability to coach and support staff is not as robust as usual to aid their continual professional development.
- Staff work closely with parents from the outset. Clear information is obtained from parents, which ensures staff are aware of children's individual needs. It also enables staff to build on the skills and knowledge that children already have. Ongoing monitoring of children's progress helps to ensure that children continue to move forward in all areas of their learning.
- Additional funding is used wisely to support children's all-round development

and to broaden their experiences. When additional services are sourced, such as the singing and language sessions, places are also offered to children who do not usually attend on these days. This ensures all children have access to and can benefit from the additional support provided, which positively impacts on their developing skills.

- Staff introduce new language to babies during their play as they link words to actions or objects. For example, when playing with the play dough, staff use words such as 'roll' as they demonstrate how to use the rolling pin. Babies enjoy looking through simple books with staff. From the age of two, staff choose a book of the week to read to the children. Staff understand how this supports children's love of books and also helps with their language development as they begin to recall the story.
- Staff continually talk to children about what they are doing. As children get older, staff engage them in simple and then more complex conversations, which helps to broaden their vocabulary. However, staff tend to provide solutions to problems that children encounter in their play, instead of encouraging them to think through and solve these for themselves.
- Children's all-round development is promoted during outside play. All children benefit from playing outside in the well-resourced environment. Staff encourage children to use their imagination in the mud kitchen. When playing with water, children develop their physical skills as they fill, pour and empty containers. Staff provide children with ribbons so they can explore the effects of the wind. Outside classrooms provide shelter from adverse weather and suitable areas for non-mobile babies to play and explore in.

Safeguarding

The arrangements for safeguarding are not effective.

Staff recruitment procedures are not robust. Management undertake some relevant checks on prospective employees, and they ensure that new staff undergo a thorough induction process. However, they have failed to ensure that Ofsted are provided with the required information to enable full suitability checks to be completed. This has resulted in staff working in ratios with children prior to their suitability being fully established. This does not protect children's welfare. However, other safeguarding practice and procedures are implemented more vigorously. Staff understand the indicators of potential child abuse and they know the procedures to follow should they have any concerns about a child.

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
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ensure recruitment procedures include providing Ofsted with the required information to enable relevant suitability checks to be undertaken prior to allowing staff to work in ratios with children.	11/02/2022
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To further improve the quality of the early years provision, the provider should:

- monitor staff practice more closely to identify strengths and weaknesses so that targeted support can be provided to further improve staff knowledge and skills
- support all staff to help children to work through problems so that they can find their own solutions.

Setting details

Unique reference number	EY539184
Local authority	North East Lincolnshire
Inspection number	10216758
Type of provision	Childcare on domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	53
Number of children on roll	86
Registered person unique reference number	RP539183
Date of previous inspection	15 March 2019

Information about this early years setting

Ready Teddy Go re-registered in 2017 and is situated in Cleethorpes. The setting employs 16 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above, with three staff holding qualifications at level 6. The setting opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Melanie Arnold

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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector about what they enjoy doing while at nursery.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and inspector carried out a joint observation during a planned activity.

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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