

Inspection of Discovery Childcare

85 Smithurst Road, Giltbrook, NOTTINGHAM NG16 2UD

Inspection date: 3 February 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised because leaders do not recognise and manage concerns appropriately.

Younger children are keen to join in with familiar number rhymes, such as 'Five little ducks'. They listen carefully and, at the appropriate time, remove one of the ducks and pass it to a member of staff. When the song has finished, they attempt to sing it again by themselves. Staff talk to children as they play to promote their thinking and understanding. However, children sometimes withdraw from an activity because staff do not give them the space and time to explore or think about what they are doing.

Children in the pre-school room develop their problem-solving skills as they investigate why the lid will not fit on a game and try to resolve it. However, some children disengage because staff disregard their contributions. Older children describe and explain what they are doing, although staff do not always support them to correctly express this, for example, by using appropriate words.

Children recognise and follow the routines of the nursery. For example, they wait for staff to take them to wash their hands before eating. Babies join in with handwashing and cleaning their faces after mealtimes. From this early age, staff use songs and simple explanations to introduce a healthy lifestyle.

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

- Leaders have failed to take appropriate steps to improve the quality of the provision since the last inspection. This is the second consecutive inadequate judgement. There are repeat breaches of the requirements for child protection, performance management of staff, curriculum and support for learning. In addition, we identified a further four breaches of the requirements.
- Leaders do not have a suitable knowledge and understanding of how to identify and manage concerns regarding the suitability of staff. They are inconsistent in their understanding of when to make a referral to the local authority designated officer. Furthermore, they do not maintain appropriate records of discussions with other agencies, or act on advice to follow up on any issues.
- Although leaders observe staff practice and identify personal targets, they do not communicate these well enough to staff. Therefore, staff are unclear on what they need to improve upon. Furthermore, leaders do not ensure that staff receive the support they need to help them to improve. This leads to inconsistency in the support for children's learning.
- Leaders do not ensure that staff who undertake the role of the special educational needs coordinator are suitably trained or supported. Currently, staff

who are new to the role have an understanding of which children have additional needs, but are not providing any advice or support to help to close any gaps in children's learning.

- Staff demonstrate an awareness of children's stage of development and where they need support. However, the curriculum has recently been rewritten but not yet finalised. As a result, it lacks clear intentions for what children will learn, particularly for babies.
- Staff provide some effective support for learning. For example, they support children to count a number of objects to promote their mathematical development. They provide some opportunities and experiences that children may not have had elsewhere, such as different types of sensory play. Staff's enthusiastic reading of stories captures and sustains children's attention and interest. They ask questions to encourage children to think and explain what is happening. However, staff do not always provide effective support. For example, they do not consistently model the correct language or give children time to think and respond to their comments. They do not always extend their support for learning beyond what children already know. Furthermore, they do not ensure that all children, particularly those who are quiet and compliant, are fully included in activities.
- Staff do not ensure that they share information with parents and carers about their child's learning and development. Many parents and carers are unaware of what their child is learning, so that they can provide consistent support at home. Parents and carers who spoke to the inspector expressed their satisfaction with the service offered and commented that their children enjoy attending the nursery.
- Staff are attentive and sensitive to children's needs, particularly with children who are struggling to settle. They are knowledgeable about how children manage different situations and how they might express their emotions. They offer lots of reassurance and adapt situations to individual children. Children have secure attachments to the adults that care for them.
- Staff have reorganised the environment so that sleep routines do not impact on children's play and learning. They have improved the support for children during transitions between activities and routines. This helps to ensure that children are comfortable and secure at these times.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not demonstrate that they have a suitable understanding of how to ensure the ongoing suitability of staff. They lack knowledge and understanding of current child protection procedures with regard to referrals to external agencies. Leaders fail to check that those with safeguarding responsibilities are maintaining records and taking appropriate steps, following advice from other professionals. Staff demonstrate that they can recognise child protection concerns and how to manage these. The premises are safe and secure. Staff provide constant supervision, including when children are sleeping, to ensure their safety.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that appropriate action is taken regarding the ongoing suitability of staff and referrals to appropriate agencies	08/02/2022
ensure that there are effective systems in place to establish the ongoing suitability of staff, and identify and manage any concerns	08/02/2022
ensure that records are appropriately maintained with regards to any concerns, including information-sharing with other agencies and professionals	08/02/2022
ensure that the performance management of staff identifies weaknesses in practice, and provide appropriate support to help staff to improve their knowledge and skills of how to support children's learning and development	04/03/2022
ensure that the special educational needs coordinator provides appropriate support and guidance to staff to help children at risk of delay in their development or with special educational needs and/or disabilities	04/03/2022
enable a regular two-way flow of information between parents and carers to ensure they are kept up to date on their child's learning and development.	04/03/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that the curriculum identifies the knowledge, skills and understanding that children will learn to ensure they make the best possible progress	04/03/2022
ensure that staff provide appropriate support for learning and development to help children to build on what they already know and can do.	04/03/2022

Setting details

Unique reference number	EY401449
Local authority	Nottinghamshire County Council
Inspection number	10213666
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	1 to 10
Total number of places	81
Number of children on roll	44
Name of registered person	Cared 4 Limited
Registered person unique reference number	RP909645
Telephone number	01159384805
Date of previous inspection	13 October 2021

Information about this early years setting

Discovery Childcare registered in 2009 and is located in Giltbrook, Nottinghamshire. The nursery employs 13 members of childcare staff. Of these, one holds early years professional status, one has a qualification at level 6, eight at level 3 and two at level 2. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and the week between Christmas and New Year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Justine Ellaway
Teresa Lester

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors completed a learning walk and discussed the curriculum. They observed the quality of education during activities and assessed the impact this has on learning.
- The inspectors spoke to parents and carers during the inspection and took account of their views.
- The inspectors reviewed relevant documents, such as evidence of paediatric first-aid training and the suitability of staff working in the nursery.
- The inspectors carried out joint observations with one of the owners and the manager of the nursery.
- The inspectors spoke to staff at appropriate times during the inspection.
- The inspectors held a meeting with both the owners and the manager of the nursery.

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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