

Inspection of All Aboard Nursery

Whitfield House - Ground Floor, Stockport SK3 0AD

Inspection date:

9 February 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

Inadequate

What is it like to attend this early years setting?

The provision is inadequate

There are significant weaknesses in the safeguarding practices at the nursery. The provider has failed to ensure that all staff are suitable to work with children. Not all staff understand their responsibilities to help keep children safe. This puts children at risk of harm.

Poorly planned and implemented learning opportunities prevent children from making good progress in their learning. In particular, children who speak English as an additional language are not supported effectively. Some staff do not know children well enough. Therefore, they are unable to plan activities that build on children's prior knowledge. As a consequence, children are not sufficiently challenged and quickly lose interest in learning. That said, children are happy and settled at the nursery.

Promoting independence is a strength at the nursery. Children are confident and capable learners. They follow instructions from staff and behave well. Young children have learned to use knives and forks safely and drink from an open-top cup. They tend to their own personal care needs and put on their own outdoor clothing with little support. Children understand the daily routine and what is expected of them. They eagerly initiate 'the manners song' at lunchtime and remind their friends to be polite.

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

- Leadership and management are weak. The arrangements for the induction and ongoing support for staff are not good enough. Leaders do not provide feedback that helps staff to improve their knowledge and skills. They do not ensure that all staff understand the policies and procedures or their roles and responsibilities. Although the provider employs enough qualified staff, she does not ensure they are deployed effectively to meet the minimum qualification requirements. This means children are often cared for by inexperienced or unqualified staff. This has a negative impact on the quality of care and education they receive.
- Overall, the curriculum is not well planned or implemented. There is a significant lack of exciting and challenging activities. This means that children become bored and frequently not engaged in purposeful learning. Staff do not have a secure understanding of child development. This prevents them from providing accurate next steps in learning. Consequently, activities are not matched to children's stage of development, hindering their learning experience. Not all children are well prepared for the next stage in their learning.
- The key-person system is not consistently effective across the nursery. Although children are allocated a key person, some staff are unsure of who their key

children are. Leaders do not work closely with staff to share important information, such as feedback from outside agencies. This means staff do not know what children's individual and unique needs are. This has a significant impact on children, particularly those who speak English as an additional language. That said, babies have lovely relationships with their key person. They benefit from consistency and kind, nurturing interactions. Staff know and understand the babies' needs well.

- Partnerships with parents are weak. A two-way flow of information between parents and staff has not been established. This means that staff are unaware of important information needed to help them to support children's learning and development. For instance, staff do not work with parents to assess children's communication and language development in their home language. Therefore, they are unable to identify if children are at risk of falling behind.
- Children have formed lovely relationships with each other and with the staff. They have learned to be kind, caring and polite. Children are conscious of the need to take turns during activities and celebrate the achievements of their friends.
- Older children in the prep-school room have more opportunities to develop new skills. For instance, staff read with excitement and encourage children to recall words and phrases from familiar books. Children build on their mathematical knowledge when recognising numerals one to ten and adding 'one more' to numbers. Children in this room demonstrate some motivation to learn.

Safeguarding

The arrangements for safeguarding are not effective.

Procedures for the safe recruitment of staff are weak. The provider has failed to obtain new enhanced Disclosure and Barring Service checks when staff first start. This means she cannot confirm that they are suitable to work with children. New staff are unable to identify the signs and symptoms of abuse. They are unsure of the correct procedures to follow if they are concerned about the welfare of a child. Some staff do not understand how to refer concerns beyond the senior leaders. This compromises the safety and well-being of children. That said, long standing staff have a clear understanding of the safeguarding policies and procedures.

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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implement robust procedures for safe recruitment and ensure all staff have had relevant checks to confirm they are suitable to work with children	09/03/2022
ensure all staff are trained to understand the safeguarding policy and procedure, including how to refer any concerns beyond the senior leaders	09/03/2022
ensure staff are deployed effectively to meet the minimum qualification requirements and meet the care and learning needs of children	09/03/2022
plan and implement a curriculum that is broad, interesting and builds on what children already know and can do	23/03/2022
implement an effective key-person system that is tailored to meet children's individual and unique needs, in particular for children who speak English as an additional language	23/03/2022
improve partnership with parents and ensure there is a two-way-flow of information sharing to support staff's assessments of children's individual learning needs	23/03/2022
implement robust procedures for induction, coaching and mentoring to improve staff knowledge and raise the quality of education to a good level.	23/03/2022

Setting details

Unique reference number	EY546936
Local authority	Stockport
Inspection number	10202941
Type of provision	Childcare on non-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 4
Total number of places	40
Number of children on roll	42
Name of registered person	Jones, Emma Jane
Registered person unique reference number	RP546935
Telephone number	01614809978
Date of previous inspection	29 June 2021

Information about this early years setting

All Aboard Nursery registered in 2017. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the provider and manager. Documentation relating to the suitability of people working with children was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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