

Inspection of Carisbrook Day Nursery

Carisbrook Childrens Centre, Carisbrook, Manchester M9 5UX

Inspection date: 9 February 2022

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is inadequate

Managers do not apply their knowledge of child protection when they record information about how children sustain injuries outside the nursery. This does not help them to keep children safe. Managers do not promote children's health and welfare effectively. For example, staff leave a mop and bucket in an area where children play. The bucket has dirty water in it and is a hazard to children. Wet cleaning cloths and face flannels accumulate in and around a playroom sink. This is because cleaning routines are not established well enough. Managers and staff do not know what the cloths have been used for, or whether they will be used again. A bin containing waste food and used tissues is left in a playroom without a lid. These matters pose a risk of spreading infection.

Managers and staff demonstrate poor understanding of how children learn. Babies and young toddlers spend extended time seated in a group on the carpet. Some of them become unsettled and upset. This does not help the youngest children to feel secure and learn. Staff talk and play with children, who welcome their company. However, staff focus heavily on teaching a narrow range of information that limits conversation and activities. From a young age, children learn to name colours, geometric shapes and written letters. Staff are less confident about encouraging children's own ideas and promoting their thinking. Children, including those with special educational needs and/or disabilities (SEND), do not make good progress.

The provider has made some changes to nursery routines and organisation to take account of the COVID-19 pandemic. For example, parents and carers bring their children to the nursery entrance and staff take them into the childcare rooms. Parents whose children started to attend the nursery during the pandemic say they are looking forward to seeing inside their children's playrooms when restrictions have ended.

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

- Managers do not protect children's health and safety effectively. Staff leave items, such as boxes of COVID-19 test kits, on a low surface in a playroom. This is a risk to children. Clean bedsheets are placed onto a nappy changing mat and bags of disposable nappies are torn open and left on the bathroom floors. Managers do not question this. This means that children are at risk of infection.
- Managers do not manage the hazards associated with cleaning routines and materials effectively. For example, a bucket of dirty water in the toddler room puts children at risk if they play in, or overturn, the water. Staff do not know how many times the mop and water has been used since the bucket was filled. This means that good hygiene is not promoted.
- Managers observe activities. However, they do not have the skills they need to

help staff to improve their practice. For example, staff want pre-school children to make patterns with coloured pegs on pegboards. Children enjoy playing with the pegs, but staff do not take account of children's prior knowledge and the task is very poorly matched to what they are ready to learn next. Children fail to complete it. Managers do not identify the weaknesses in practice. Therefore, supervision is not effective and practice does not improve.

- Staff attend professional training. For example, they learn to use a 'screening tool' to assess children's speech and language development and to plan activities to promote children's progress. However, staff do not put the training into practice. This means it is of no benefit to children. This has a particular impact on children with emerging SEND, because an opportunity for early assessment and timely intervention is missed.
- Managers say it is their intention that staff promote children's communication skills. However, staff's emphasis on questioning children about a narrow range of factual knowledge means that children gain a limited vocabulary. Staff do not build conversations into daily routines well enough. For example, at snack time, they stand behind older toddlers and drop pieces of fruit onto children's plates without speaking to them. Therefore, staff do not implement managers' intentions for promoting children's communication skills effectively enough.
- Staff demonstrate limited knowledge of how to sequence learning. This is demonstrated when they try to encourage children's early reading. Staff show older toddlers small cards with a capital letter, a lower case letter and pictures on them. They ask children, 'What's the next letter?' Some toddlers do their best to answer and say 'orange'. Most children lose interest because the questions are confusing and the activity is not meaningful. The outcome is that children learn to 'switch off' from phonics at an early age. This hinders their progress towards becoming eager readers when they are older.
- Children follow instructions. However, they have limited opportunities to lead their own play. Staff direct children of all ages to stay at activities that are not engaging or purposeful. This does not encourage children to be curious and to make their own decisions. It does not promote children's emotional well-being or enjoyment of learning.
- Some practice is more effective. Staff read a 'story of the month'. They repeat the story and this helps children to remember the sequence of events and to become familiar with the text. Some staff know that repeating words in a meaningful context helps children to understand and begin to say them. For example, staff say 'ready, steady, go' every time pre-verbal children wheel toy cars along.
- Parents and carers praise the friendly staff and say that children look forward to attending the nursery.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management mean that children's safety and well-being are not assured. The nursery has systems in place for keeping required

records. For example, staff record children's accidents and injuries, and inform parents about them. However, on occasion, the causes of injuries that children sustain at home are not discussed and noted meticulously enough. Managers are not fully alert to discrepancies and gaps in the information. This potentially leaves children at risk of further abuse. That said, staff generally understand the signs that indicate a child may be at risk of harm. They know what to do if a colleague's behaviour towards children concerns them.

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
improve managers' knowledge of safeguarding in order to be able to respond swiftly to signs that children are at risk of abuse or neglect	09/03/2022
use risk assessment effectively to identify any potential risks to children's safety; take prompt steps to remove or minimise these	09/03/2022
ensure necessary steps are taken to prevent the spread of infection	09/03/2022
implement effective arrangements for the supervision of managers and staff that promote continuous improvement in the quality of their practice	09/03/2022
ensure that managers and staff provide an exciting and challenging curriculum that sequences children's learning appropriately	09/03/2022
improve managers' and staff's knowledge and understanding of language development, in order to ensure that activities and interactions extend children's vocabulary and promote their communication skills	09/03/2022
enable staff to meet the unique needs of children with SEND, so that they make the best possible progress	09/03/2022

enable children to lead their own play, think creatively and make decisions.	09/03/2022
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To further improve the quality of the early years provision, the provider should:

- help managers and staff to understand how children learn to read, so that early reading activities are consistently worthwhile.

Setting details

Unique reference number	EY469492
Local authority	Manchester
Inspection number	10213047
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	80
Number of children on roll	107
Name of registered person	Wise Masterbuilders Childcare Limited
Registered person unique reference number	RP902788
Telephone number	0161 205 9067
Date of previous inspection	4 August 2017

Information about this early years setting

Carisbrook Day Nursery registered in 2013 and is situated in Carisbrook, Manchester. The nursery employs 12 members of childcare staff. Of these, one holds a qualification at level 6, seven hold qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. 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
Susan King

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- 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 her evaluation of the provider.
- The provider, the manager and the inspector completed a learning walk of the nursery. The manager and the inspector conducted a joint observation of practice.
- Meetings took place between the inspector, the nursery manager and the provider.
- The inspector spoke with staff and children during the inspection. She spoke with parents and has taken account of their views.
- Examples of documentation were sampled and reviewed by the inspector. She checked evidence of the suitability of staff working in 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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