

# Inspection of Welcome Nurseries @ Eastham

162 Eastham Rake, Wirral CH62 9AD

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Inspection date: 22 February 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	Inadequate

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

### **The provision is inadequate**

Children do not receive challenging experiences to extend their learning in this nursery. Some children are left to initiate their own play for long periods of time. Children frequently stand around unsure of what to do. Consequently, the poor curriculum causes children to become disengaged.

Children are given no privacy during personal care routines. They are changed in the room where other children play. This also looks out on to the garden and residential houses. Children are changed by senior leaders who they have never met before. This causes some children to become very upset and wary of these adults. Furthermore, because these staff do not know the children, they dress them in other children's clothes. This causes children more distress. Consequently, children's safety in this nursery is compromised.

Children are not encouraged to do things for themselves. Therefore, they are not able to develop their independence skills. Children are not given adequate support to follow simple instructions, such as putting their coats on to play outside. Therefore, when children are moving between routines, the environment becomes chaotic. In addition, children are confused by what is happening next. There are no expectations in place for children's behaviour. This impacts the children's ability to learn the right way to behave. Such as, how to share and take turns. Consequently, there is regular conflict over toys and children repeatedly get upset.

The nursery has made some changes in response to the COVID-19 pandemic. Children are dropped off and collected from staff at the door. At times, children can be unsettled entering the nursery as unfamiliar staff answer the door.

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

- The provider has failed to put effective measures in place to meet the actions raised at the last inspection. Therefore, the quality of the provision has declined further.
- Staff turnover in this nursery is high. The provider is still yet to appoint a suitable deputy manager to support the newly appointed manager. Therefore, the managers' workload is currently unachievable. Further core members of staff are leaving the nursery imminently and suitable replacements are yet to be appointed. The provider does not support staff well-being. Therefore, staff morale is very low. Some staff are unsure of the roles and responsibilities that have been placed on them. This prevents them from providing high levels of support to children.
- The provider does not support children's emotional well-being. Appropriate spare clothing is not provided to dress children in after they have had accidents.

Consequently, children are dressed in clothes that are ripped and dirty. The carpet is not adequately cleaned after children have personal care accidents. Therefore, children walk over this area with bare feet. This creates an unhygienic environment.

- The manager takes necessary steps to ensure the needs of children with dietary requirements are met. These children have care plans in place. However, the provider has failed to ensure all staff are fully aware of how to identify possible signs and symptoms of allergic reactions. This impacts the safety of some children. Healthy meals and snacks are provided to the children.
- The provider does not carry out adequate monitoring of the nursery. Therefore, staff training needs are not identified. For example, the newly appointed special educational needs coordinator (SENCo) has not received training or support on how to fulfil this role. Staff are unclear how to support children with special educational needs and/or disabilities (SEND) effectively. Therefore, these children are not ready for their next stage in learning.
- The provider does not have a curriculum in place which meets the needs of children. Due to the lack of support that staff get from the provider, they are unclear how to help children to make progress in their learning. Staff plan some activities for children, such as painting. However, these are incredibly narrow in focus. Therefore, children do not develop a positive attitude to learning and they lose interest and move on quickly.
- Children spend some time in the garden. They are able to run around. However, there are limited resources and learning opportunities in the outdoor environment. Therefore, children get bored very quickly.
- The provider does not support children to learn about the world around them. For example, children do not learn what makes them unique or about other cultures and ways of life. Therefore, children are unprepared for life in modern Britain.
- The nursery does not receive additional funding from the local authority due to the previous inspection judgement. The provider does not have effective links with other professionals, such as the local authority. Therefore, staff are not receiving the support they need to help children to make the progress they are capable of in their learning.
- Parents feel very dissatisfied with the nursery. They speak warmly about staff and the newly appointed manager. However, parents do not feel the provider communicates effectively with them. For example, the provider did not inform parents about the previous inspection. Furthermore, parents were not updated with the outcome of the inspection. Parents receive some information about their children's time in nursery. However, this is very limited. Parents are not supported by the nursery to continue their children's learning at home.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that there are adequate facilities for children's personal care to be carried out. This puts children at potential risk. Staff carry out

checks of the environment at the start and end of the day to ensure it is safe for children. However, regular checks throughout the day are not effectively carried out and as the environment becomes disorderly children repeatedly trip and fall over toys which are left on the floor. Staff have an adequate knowledge and understanding of safeguarding. They provide some examples of the possible signs and symptoms of abuse. Staff know how to correctly report any concerns they may have about the welfare of children. The designated safeguarding lead understands her role and responsibilities in keeping children safe. Staff are trained in paediatric first aid and report children's accidents correctly. There is an emergency evacuation procedure in place which is understood by staff.

### **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:**

	<b>Due date</b>
ensure there is a named deputy appointed who is capable and qualified to support the newly appointed manager in her role, and to take charge of the nursery in the manager's absence	16/03/2022
implement suitable hygienic changing facilities that meet the personal care needs of children and ensure that appropriate spare clothing is available	16/03/2022
ensure staff have a thorough knowledge and understanding of how to identify possible allergic reactions and how to respond appropriately to keep children safe	16/03/2022
implement effective systems for monitoring the nursery and provide staff with the support they need to make the necessary improvements to practice and the provision	16/03/2022

ensure staff receive appropriate training and professional development opportunities to enable them to fulfil their role and responsibilities and meet children's individual needs	16/03/2022
develop positive relationships with other professionals and parents to ensure children receive the highest levels of care	16/03/2022
ensure there are effective measures in place to support children with SEND and that a suitable SENCo is identified.	16/03/2022

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

	<b>Due date</b>
plan and implement a curriculum that is challenging and promotes children's love of learning, preparing them for the next stage in their learning.	16/03/2022

## Setting details

<b>Unique reference number</b>	2626084
<b>Local authority</b>	Wirral
<b>Inspection number</b>	10217533
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Welcome Nurseries Ltd
<b>Registered person unique reference number</b>	2576357
<b>Telephone number</b>	01513272764
<b>Date of previous inspection</b>	11 November 2021

## Information about this early years setting

Welcome Nurseries @ Eastham registered in 2021. The nursery opens weekdays from 7.30am to 6pm, all year round. The nursery employs seven members of staff. Of these, five staff hold appropriate early years qualifications at level 3.

## Information about this inspection

### Inspector

Suzanne Fenwick

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the manager.
- 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 together of all areas of the nursery and discussed the learning opportunities which had been planned for children.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the registered individual about the leadership and management of the setting.
- 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 inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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