

Inspection of Willows @ Carr Green

Carr Green CP School, Carr Green Lane, Brighouse, Yorkshire HD6 3LT

Inspection date:

8 March 2022

**The quality and
standards of early
years provision**

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Leadership and management are weak. Staff do not have the support that they need to ensure they understand their roles and responsibilities. Managers do not observe staff regularly and give them feedback on their performance. Neither do they identify where training is needed to help staff to improve.

Nevertheless, children arrive happily at the club. They are welcoming of new people and show that they are confident to talk to visitors. Some children seek out their friends to play with and make choices about what they would like to do. For example, they play football together and enjoy exploring the outdoor space. They like drawing and painting pictures at the table. However, staff do not engage children well and interactions are poor overall. On occasions, this gives rise to unwanted behaviour, such as running around the room. Despite this, most children are comfortable and settled in the club.

Since the COVID-19 pandemic, staff have prioritised cleanliness and hygiene routines at the club. The environment, resources and equipment are clean. However, the cleaning routines before children eat do not always contribute to the children's good health and well-being.

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

- Managers do not use staff supervision sessions and performance monitoring systems effectively. This means that weaknesses in practice are not identified and actioned swiftly. They do not identify targets for personal improvement to ensure staff understand how best to support the children they care for.
- Staff hold appropriate qualifications and complete mandatory training, such as first aid and safeguarding. Staff make routine checks in the environment to ensure that it is safe for children to attend.
- Children learn about their community and develop an understanding of the needs of others. For instance, children paint pictures of hats in support of Hydrocephalus Awareness Week.
- Overall, parents are positive about the club. They report that staff are friendly and approachable, and that their children enjoy attending. Children comment that they like the environment and enjoy the creative activities on offer and playing outside with their friends.
- Children with special educational needs and/or disabilities are provided with some one-to-one support. However, for younger children, the club does not implement a key-person system. Therefore, children do not have a named key person to provide tailored care that meets their individual needs. Staff have established partnerships with the host school and parents. However, staff do not

seek or exchange detailed information in order to fully extend all children's learning and experiences at the club.

- Staff provide children with meals that they enjoy. These reflect their dietary needs and preferences. Staff encourage children to gain independence at mealtimes. For example, children pour out their water and clear away their own plates.
- Children are encouraged to share their ideas for how to improve their experiences at the club. They contribute to planning by recording what activities and resources they would like to play with. Children and parents are encouraged to share their feedback about the club.
- On occasions, staff make minimal attempt to engage the children. Children wander around the room and some children's behaviour deteriorates. Furthermore, where activities are provided, children's concentration and interest are quickly lost. Staff do not help children to regulate their behaviour. For example, some staff do not explain to children why their behaviour is not acceptable and what the expectation is.
- Children's health is not supported because some hygiene practices are not embedded. For example, children eat where they play and do not have a designated dining table which is cleaned before use. Not all children clean their hands before they eat. Children roll around on the floor while eating their snack. This increases the risk of infection and does not support children's good health.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate secure knowledge and understanding of their duties to keep children safe and protect their welfare. They have an appropriate knowledge of the signs and symptoms that indicate that a child may be at risk of abuse. Staff demonstrate an understanding of the wider safeguarding aspects and the impact this may have on the children and their families. Managers and staff know the procedures they must follow to report concerns about children or an allegation against a colleague. Managers know how to recruit safely. They ensure essential background checks are completed to check staff suitability.

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 staff receive appropriate training, coaching and support, including supervision, so that they have a clear understanding of their roles and responsibilities	29/03/2022
ensure staff build a relationship with children's parents and school staff that facilitates effective communication about children's needs and interests	29/03/2022
ensure that all children have a named key person, who helps to provide tailored care that meets their individual needs	29/03/2022
support staff to develop positive interactions with children, so that children are engaged well in motivating and stimulating experiences, and incidents of unwanted behaviour are minimised	29/03/2022
improve the cleaning routines in dining areas used by children to ensure this contributes to the children's good health and well-being.	29/03/2022

Setting details

Unique reference number	2537325
Local authority	Calderdale
Inspection number	10208606
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	3 to 11
Total number of places	30
Number of children on roll	56
Name of registered person	The Willows Day Nursery (Brighouse) Ltd
Registered person unique reference number	RP542548
Telephone number	01484 715676
Date of previous inspection	Not applicable

Information about this early years setting

Willows @ Carr Green registered in 2019 and is managed by The Willows Day Nursery (Brighouse) Limited. The setting operates from rooms within Carr Green CP School in Brighouse. The setting employs five members of staff. Of these, three hold appropriate early years qualifications at level 3. The setting operates Monday to Friday, term time only between 3.30pm and 6pm.

Information about this inspection

Inspector
Julie Dent

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.
- The inspector and manager completed a learning walk across all areas of the provision to understand how managers and staff organise the curriculum and environment.
- The inspector observed activities and the quality of staff's interactions with children. She talked to the manager, children and staff at appropriate times throughout the inspection.
- The inspector spoke to parents and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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