

# Inspection of Pippins Day Nursery and Nursery School

Nuffield Orthopaedic Centre, Old Road, Headington, Oxford, Oxfordshire OX3 7LD

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Inspection date:

7 March 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

Weaknesses in safeguarding procedures compromise children's safety and welfare, as staff do not have a sufficient knowledge of child protection arrangements. Despite this, the manager who is the designated safeguarding lead, has a secure understanding of child protection and wider safeguarding issues. She has identified weaknesses in staff's safeguarding knowledge and has plans in place to support staff's understanding. However, at the time of the inspection, it is not currently being implemented.

Children follow their interests as they engage in activities, such as chalking, building, role play and listening to stories throughout the day. However, the quality of education and children's overall experiences are variable. Although there are sufficient staff present overall, there have been recent ongoing recruitment issues. This does not adversely affect the children's safety, due to the manageable low numbers of children attending. Children play with a wide range of resources, yet do not receive enough high-quality interactions from staff to support individualised learning. That said, some activities for children are well planned, with clear learning intentions and positive outcomes. For example, children enjoy listening to stories. At these times, staff model language well and repeat simple words for younger children to copy. Older children enjoy discussing what they can see in the pictures.

Children approach staff for cuddles if they need comfort or reassurance throughout the day. Children have adapted well to the changes due to the COVID-19 pandemic, including confidently leaving their parents at the door on arrival. There is a strong focus on supporting children who are learning to speak English as an additional language. Children are forging good relationships with one another; they display positive behaviour and are supported to learn what is expected of them. Children demonstrate that they feel happy and secure.

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

- Staff do not receive the support they need to develop their safeguarding knowledge and understanding. They do not understand the correct procedures to follow should there be concerns about a child or the suitability of staff. Staff's understanding of wider safeguarding matters is weak. They are unable to identify and respond to possible indicators of radicalisation and extremism. This is also a breach of the Childcare Register. Weaknesses in safeguarding arrangements mean that children's well-being is undermined.
- There have been a number of changes in staff recently and leaders have struggled to recruit sufficient qualified staff working directly with the toddler room children. This has an impact on the quality of education and expectations of what children can learn.

- The quality of staff interactions with children is inconsistent. At times, staff do not adapt their teaching skills effectively to ensure learning is extended. For example, during a group activity making pasta necklaces, staff lead and do not provide enough opportunities for children to respond or explore their own ideas. Additionally, staff fail to involve all children in the activity, which means quieter, less confident children are overlooked.
- Staff support some aspects of children's learning well. They understand the importance of building on children's communication and language skills. For instance, reading stories and singing songs are part of everyday practice. Children show they are developing an interest in books and stories. Children of all ages are keen to select books independently from the shelf. They show positive levels of interest or curiosity in the books available to them.
- Staff work closely with parents and other agencies to support children's individual needs. Early help is quickly identified to offer relevant support to any gaps in children's development.
- Children learn about good eating habits as they enjoy a variety of healthy meals. However, staff do not consistently follow good hygiene procedures. For instance, staff give children wipes and sing 'wash your messy hands', rather than soap and water to prepare them for snack and lunchtimes. This does not support children's understanding of good hygiene routines.
- Generally, children develop confidence and independence skills. Older children are able to manage their own self-help skills in preparation for their future learning, such as school. They use the toilet and dress themselves independently and help scrape their leftover food into the bowl after lunch.
- There is effective communication with parents, who speak positively about the nursery and value the staff. They receive a suitable account of their child's day at collection. Throughout the COVID-19 pandemic, staff have maintained effective communication with parents and have offered support to the families.
- New staff complete a suitable induction to ensure they understand their roles. They have regular discussions with the manager or room leader to help develop their practice.
- The manager has a clear vision and is committed to improving the quality of the nursery. Staff report that the manager makes them feel valued and supported. The manager meets regularly with staff and is supportive of their performance.

## Safeguarding

The arrangements for safeguarding are not effective.

Safeguarding arrangements are not sufficiently robust. The designated safeguarding lead understands her role and responsibilities to safeguard children but does not ensure that all other staff have the knowledge they need to keep children safe. Staff are, generally, able to describe the signs and symptoms that may indicate a child is at risk of harm or neglect. However, staff do not clearly understand how to escalate a safeguarding concern about a child or another member of staff outside of the nursery, in line with local safeguarding partnership guidance. In addition, not all staff have a suitable understanding of wider

safeguarding issues, such as risks to children being exposed to extreme views. This puts children at risk. That said, staff teach children how to understand risk, reminding them to use their 'walking feet' inside. Leaders ensure all staff are suitable to work with children and carry out appropriate checks to ensure they remain suitable.

## 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
ensure all staff know how to implement the setting's safeguarding policy and procedures and are confident in how to make a referral if concerned about the behaviour of a member of staff or welfare of a child	24/03/2022
take immediate action to ensure all staff have up-to-date knowledge and understanding about safeguarding legislation, and government initiatives to keep children and their families safe	24/03/2022
ensure staff working with children have appropriate training, skills and knowledge to be able to provide children with quality learning and development experiences	24/03/2022
support staff's knowledge of the curriculum intent to provide effective support and interaction to engage all children, including quieter children.	24/03/2022

**To further improve the quality of the early years provision, the provider should:**

- review hygiene practices to support the children's understanding, with particular regard to snack and mealtimes.

## Setting details

<b>Unique reference number</b>	135004
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	10221345
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Aurora Childcare Partnership
<b>Registered person unique reference number</b>	RP524488
<b>Telephone number</b>	01865 227872
<b>Date of previous inspection</b>	28 February 2018

## Information about this early years setting

Pippins Day Nursery and Nursery School registered in 2000. It is one of two nurseries run by Aurora Childcare. Most children attending have parents working on the hospital site. The nursery is open every weekday, from 7.15am to 6.30pm, except for bank holidays. It is in receipt of funding for the provision of free early education to children aged two, three and four. There are 19 members of staff working with children, many of whom hold relevant early years qualifications, including one staff who holds qualified teacher status and one staff with early years professional status.

## Information about this inspection

### Inspector

Anneliese Fox-Jones

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspector observed activities in the three main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The manager and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- A joint observation was carried out by the inspector and the manager. The inspector observed interactions between staff and the children and the impact these have on children's learning. The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement. The inspector spoke with staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents during the inspection and took account of their views.
- This inspection was carried out as part of a risk assessment process.

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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