

# Inspection of Tamalder Childcare

Unit 26, Meadow Road, Whitehaven, Cumbria CA28 9HX

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Inspection date: 8 February 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is inadequate**

The new provider has failed to ensure that the requirements of the 'Statutory framework for the early years foundation stage' are met, under leadership and management. That said, the manager and staff have worked diligently without effective support from the provider to continue to maintain the day-to-day operation of the nursery. They successfully ensure that all children, including those who receive funding, children who speak English as an additional language, and children with special educational needs and/or disabilities (SEND), receive the individual support they need.

Children are happy and safe and they feel secure. They benefit from a warm and welcoming environment in which they confidently play and explore. Children are well behaved. They establish a good relationship with staff and show how staff are important to them. For example, children snuggle up next to staff during activities and cuddle in when listening to stories. Staff know the children well. They engage them in a range of stimulating activities. For example, younger children enjoy touching, smelling and tasting citrus fruit and feeling the texture of shaving foam using their hands. Older children, talk about volcanos erupting and engage in scientific experiments to create a lava flow.

Children have adapted well to the changes to arrival arrangements due to the COVID-19 pandemic. They confidently leave their parents at the main door. Children follow the good hygiene procedures in place to help lessen the spread of infection. Parents speak highly of the nursery. They feel included in their children's learning and appreciate the regular feedback they receive.

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

- Ofsted has not been informed that there has been a change in the nominated person and to the directors of the company. Therefore, the new provider has failed to ensure that they meet the requirements of the 'Statutory framework for the early years foundation stage'. This is a breach of the requirements. In addition, the provider has not implemented effective systems to ensure all staff, including the manager, receive appropriate induction and support to gain an understanding of the changes within the company, including their roles and responsibilities.
- The manager and deputy manager are dedicated leaders. They involve staff, parents and children in their ongoing reflection and review of the nursery. The manager works closely with the staff, observing them as they interact with children. Although these supervision arrangements are completed by the manager for the staff, they are not in place for the manager. In addition, the new provider has not put in place an appropriate training and professional

development programme for the manager and staff to ensure that the quality of their practice and the learning experiences for children continually improves.

- Children demonstrate the key skills of effective learners. They share their ideas and thinking and make links to previous learning during activities. For example, while outdoors, children recall making sand muffins in the mud kitchen and discuss what they need in their recipe. Staff support children's communication and language. They provide opportunities for children to follow instructions and build on their listening skills. This demonstrates that children are learning through the skilful interaction of staff who recognise children's individual learning needs.
- Children build meaningful friendships with their peers and the staff who care for them. They enjoy each other's company and show excitement as they play. Children display good levels of confidence and concentration. They explore a range of emotions while looking at books that relate these simply to colours. Younger children recognise that yellow is a sunny colour and makes you feel happy, while blue is a cold colour and makes you feel sad. Children remind staff that when their friend goes home, they need a hug. Before their friend leaves, children rush up to them and give them a big cuddle and a kiss.
- Children are provided with healthy nutritional snacks and meals that promote their good health. They are supported to develop self-help skills, and their independence is enhanced from room to room. For instance, babies are encouraged to feed themselves, while toddlers learn to pour their own drinks. By the time children reach the pre-school, they collect their cutlery and set their place at the table. If they want second helpings of food, they serve themselves. Children learn about the importance of washing their hands. They know the routine and competently do this for themselves. Children gain the skills they need for their future move on to school.
- Staff swiftly identify and support children with SEND and those children who speak English as an additional language. Through sensitive conversations with parents, staff ensure that they find out and understand each child's needs better. Staff identify simple strategies to support behaviours in the nursery and at home. They introduce enjoyable activities, such as blowing bubbles, to engage children who struggle to maintain eye contact with them. Staff also work effectively with other professionals to ensure children get the support they need to achieve the best possible outcomes.

## Safeguarding

The arrangements for safeguarding are effective.

Despite the weakness in the provider's leadership and management, the manager and staff are confident in their safeguarding knowledge. They know the signs and symptoms that may be a cause for concern, including any issues surrounding radicalisation and any concerns that may affect children through domestic violence. Staff understand their responsibilities to keep children safe. They are aware of the process to follow if they have a concern about a member of staff. The manager works closely with the local authority to provide support for families. There are

strict procedures in place to monitor the use of mobile phones in the nursery.

## What does the setting need to do to improve?

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

	<b>Due date</b>
ensure that you maintain successful oversight of your provision and that you fully understand your role and responsibility to carry this out effectively	23/02/2022
implement effective systems to ensure all staff, including the manager, receive appropriate induction into the new company to understand their roles and responsibilities	23/02/2022
put in place appropriate training and professional development opportunities for the manager and staff to ensure that the quality of their practice and learning experiences for children continually improves.	23/02/2022

## Setting details

<b>Unique reference number</b>	EY295367
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10219587
<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>	62
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Furness Childcare Ltd
<b>Registered person unique reference number</b>	RP520832
<b>Telephone number</b>	01946 690490
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

Tamalder Childcare registered in 2004. The nursery employs 10 members of childcare staff. Of these, seven hold a childcare qualification at level 3 and two hold childcare qualifications at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Carys Millican

## 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 leaders and managers and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and discussions were held about the curriculum and intentions for children's learning.
- A joint observation was completed with the manager in the pre-school room, where the inspector observed the quality of education and the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector considered the views of parents through face-to-face discussions and written testimonials.
- The inspector held a discussion with the manager about the leadership and management of the nursery. A sample of the documentation maintained was reviewed, including staff suitability checks and qualifications.

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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