

Inspection of Hummingbirds Nursery...learning To Fly

Austrey C Of E School, St Nicholas Close, Austrey, Atherstone, Warwickshire CV9
3EQ

Inspection date:

11 March 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is not fully assured. The premises are not in a good state of repair. Mould on the ceilings and on the walls in the younger children's room does not ensure children's health is fully protected. In addition, the carpet in the younger children's room where young children sit, crawl and play is dirty.

Children are not fully safeguarded as ratios are not maintained. This impacts on the care offered to children and their well-being. Staffing arrangements do not meet the needs of all the children. Staff deployment is ineffective in managing children's behaviour. Younger children are not supported as well as the older children to learn acceptable behaviour. Some children are seen snatching and shouting 'no'. Children pull cereal bowls from each other and tip the contents on the floor. This behaviour goes unseen by staff and therefore it is not challenged. Children are not learning right from wrong.

That said, children enjoy their time at nursery. Staff are caring and friendly. Younger children enjoy playing in sand, using tools to transport it from one area to another. Others enjoy sweeping up the sand that has trailed across the floor. Older children enjoy activities designed to increase their knowledge and understanding in early mathematics and literacy. For example, they match coloured blocks to the corresponding-coloured place mat. Children are learning to write their names and use a variety of activities to support pencil control, such as using chalks on blackboards.

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

- The COVID-19 pandemic has had a significant impact on the provider, who is also the manager. Staffing arrangements due to staff absences have had an impact on the quality of teaching and care offered to children. The provider also struggles to recruit staff. This means that they are included in the ratios, which impacts on their ability to effectively manage and oversee the provision.
- The provider cares deeply about children and their learning. However, the challenges she faces means that plans to expand and update the outdoor area have been put on hold while she deals with the inadequacies of the building. The provider has made some improvements with the facilities, such as a new boiler. However, mould has been left untreated, which impacts on the health of children.
- The provider has not completed staff supervisions and fails to recognise weaknesses in staff practice. Consequently, the quality of teaching is variable and poor practice is not swiftly identified and improvements made.
- The provider has a secure knowledge and understanding of how children learn and she is a positive role model. However, this practice is not reflected in all her

staff. Staff do not always let children test their own ideas or try things for themselves. Not all children are included in activities. They sit and wait, and eventually lose interest and leave the activity. This means that children are not making the progress that they could. For example, children are not shown how to effectively use scissors. Instead, staff cut pictures out for them.

- Children are not consistently taught about good hygiene practices. Children do not always wash their hands after going to the toilet. In addition, there is only one hand towel for all the children to use, which does not prevent cross-contamination or promote children's well-being.
- Due to ineffective risk assessments and inadequate staffing arrangements, children's safety outdoors is compromised. Very young children climb without support or supervision and are at risk of falling and hurting themselves. Other children dangerously push wheeled toys at a pace, nearly crashing into other children. Staff do not prevent this from happening. Despite this, children enjoy time outdoors developing their physical skills. Younger children roll a ball to knock down skittles. Older children enjoy pretending to be aeroplanes and 'fly' around the outdoor space.
- The provider uses different methods for communicating with parents about their children's progress. Staff provide verbal daily feedback. There are notices on the door and newsletters are sent home. However, not all parents are aware of what their child's next steps in learning are and, therefore, are unable to support their child's learning at home. Parents report they are happy with the care their children receive. They say staff are friendly and care about the children.
- Staff complete some assessments on children's learning and plan for their next steps in learning. Any gaps in learning are identified and support is put in place. Children with special educational needs and/or disabilities are supported as well as they can be by staff and the provider. However, assistance from external agencies to help support children further is still being accessed.
- The provider's curriculum focuses on communication and language and children's emotional development. Activities are provided to promote children's early language skills. Staff talk to the children, asking them open-ended questions. Circle time is used for children to choose an object out of a bag and talk about the object they have chosen. However, on occasions, staff ask questions without allowing children time to think and respond.
- Children develop an interest in books. The provider and staff use a wide range of different resources to bring stories alive. This is successful in sustaining children's interest in the story. Puppets are introduced and objects from the story. Children enjoy role playing and retelling the story themselves in the cosy corner. They enjoy singing songs, such as 'Five currant buns'. Children pay a 'penny' for their 'bun', which is a child they chose out of five friends.

Safeguarding

The arrangements for safeguarding are not effective.

Ineffective risk assessments mean that hazards are not identified and removed. Outdoors, staff fail to recognise hazards that can cause harm to children. Nappy

sacks with unknown contents are left in reach of children, and heavy objects propped up against lightweight plastic tables present as a risk of falling on a child. The provider has not ensured that records required for the safe and efficient management of the setting are accurately completed. Staff do not always sign in or out. That said, staff have a good knowledge about signs and symptoms that could indicate a child is suffering from abuse. They know the procedures to follow if they have concerns about children in their care. Staff hold appropriate first-aid qualifications. The provider ensures that safer recruitment is adhered to. Staff undergo appropriate suitability checks, which include a Disclosure and Barring Service criminal record check.

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 the premises are suitable and fit for purpose, particularly with regard to the mould and cleanliness of the carpets	08/04/2022
implement appropriate arrangements for the supervision of staff to raise the quality of teaching to a consistently good level	29/04/2022
ensure staff-to-child ratios are maintained at all times	18/03/2022
ensure the staffing arrangements meet the needs of all the children and ensure their safety	18/03/2022
ensure children follow good hygiene practices and provide more resources to prevent cross-contamination when drying hands	18/03/2022
ensure records for the safe and efficient management of the setting are accurate. In particular, ensure that staff sign in and and out	18/03/2022
ensure risk assessments are effective in removing hazards to safeguard children	18/03/2022

further support staff to help children learn acceptable behaviour	18/03/2022
allow children the opportunity to test and trial their own ideas and to use resources themselves to ensure they make the best possible progress in their learning.	29/04/2022

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

- further support staff to develop their questioning skills so that children think for themselves and have time to respond
- build on systems in place to share more information with parents about their child's progress and next steps for learning.

Setting details

Unique reference number	2560965
Local authority	Warwickshire
Inspection number	10230826
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	40
Number of children on roll	46
Name of registered person	Christopher, Dawn Annette
Registered person unique reference number	RP553548
Telephone number	07904791226
Date of previous inspection	Not applicable

Information about this early years setting

Hummingbirds Nursery...learning To Fly re-registered in October 2019. It operates from a building situated in the ground of Austrey C of E School. The nursery employs seven members of childcare staff, all of whom hold appropriate childcare qualifications at level 3 and 4. The provider holds an appropriate childcare qualification at level 6. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas. Sessions are from 7.30am until 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Johanna Holt

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 two joint observations with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.

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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