

Inspection of Abbey Fields Day Nursery

Unit 4c, Selby Business Park, Bawtry Road, Selby YO8 8NB

Inspection date: 21 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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children are not at the heart of decision-making in the nursery. Their emotional well-being and safety are compromised. For example, babies are moved around on a weekly basis when their room is used by a community group. Staff struggle to meet their learning needs and they are unsettled until they move back upstairs. The weaknesses in safeguarding put children and staff at risk. For example, allegations made against staff are not managed appropriately or in line with relevant procedures. Accidents and incidents are not consistently reported to parents. However, staff use the new online communication method to provide information about care needs. Older children and toddlers have plenty of opportunity for fresh air and they show enjoyment in outdoor play.

During the COVID-19 pandemic, the management team considered ways to minimise the spread of the virus. Currently, families collect children from the door. There are plans to hold a parent's evening in the future to help develop relationships further. The manager and area manager are reflecting on ways to promote staff's professional development, as the current arrangements are not effective. For instance, staff have recently had appraisals but their health, well-being and training needs were not prioritised.

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

- Children's safety is not prioritised in the nursery. Managers fail to ensure staff are aware of child protection issues. They do not promote good safeguarding practice. For example, they have a very poor understanding of the local safeguarding partnership or relevant other professionals who can provide early help. Parents are not informed of incidents which involve their children, including when they may have sustained an injury.
- The management team do not provide effective support to staff. For instance, they are not proactive in promoting staff's professional development and there is no clear focus on developing staff's skills. Although managers say they follow an 'open door policy', they do not take steps to ensure staff use this effectively or regularly check on their health.
- Children's personal, social and emotional skills are not consistently promoted. For instance, some staff are unable to support children who display challenging behaviour. Strategies for promoting positive behaviour are variable among staff. This means boundaries for children are unclear and activities are continually disrupted.
- Weaknesses in the key-person system mean that some staff do not know how to meet children's learning needs. New staff who work with babies do not have access to their learning information. This is because they swop and change in different areas of the nursery. Some children in the pre-school room have not

had a key person for several weeks and staff have tried to manage the whole group.

- In contrast to this, staff make sure they know how to meet babies' individual care needs. They gather information from parents and room leaders ensure new staff understand children's routines. However, there is a significant impact on babies' emotional well-being and learning when they are moved between rooms on a weekly basis. This is currently being evaluated by senior leaders.
- The curriculum is unclear and inconsistent, specifically for babies and pre-school children. For instance, staff who work with babies provide an activity with small grains of rice and uncooked pasta. Babies are unable to explore the texture of this as the pasta edges are sharp and they cannot use their mouths. Staff focus on mathematical skills, such as counting, which are too challenging for babies.
- Staff who provide one-to-one support for children know them well. Children have built strong relationships with them and respond to their interactions. The experiences for toddlers stand out as a strength in the nursery. Staff help toddlers to develop language and social skills during group circle times. They provide activities outside, as this is where children prefer to learn.
- Older children are not challenged or stimulated, which has an impact on their levels of engagement. For instance, staff are not aware that some children are preparing to start school. Next steps on display show they need to focus on developing basic mathematical skills, but staff are unaware of this. In addition, staff do not help children to build secure foundations before moving on to other concepts. This means learning is not sequenced or relevant to children's existing knowledge.

Safeguarding

The arrangements for safeguarding are not effective.

Managers, leaders and staff are not aware of the local safeguarding partnership procedures. This has led to several serious breaches of the safeguarding and welfare requirements. Ofsted have taken enforcement action. For instance, several serious incidents have not been reported to the relevant agencies in a timely or appropriate manner, such as Ofsted and the local authority designated officer. Some staff have awareness of the procedure for whistle-blowing but have not followed this through. In addition, some staff are not aware of the signs of potential abuse and fail to identify the appropriate action needed. These weaknesses place children at potential risk of harm. Although managers provide staff with access to training in child protection, this is not effective and some staff have gaps in their understanding. The area manager and manager know how to safely recruit new staff. They request enhanced Disclosure and Barring Service checks and review applicants' employment history.

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:

	Due date
develop clear procedures for managing allegations against staff members, which are in line with the guidance from the local safeguarding partnership and ensure these are followed	06/04/2022
improve manager's and staff's knowledge and understanding of how to identify, record and report concerns about staff or children to the relevant professionals without delay	06/04/2022
ensure parents are notified of all accidents and incidents involving their children	06/04/2022
improve staff's understanding of how to support children who display challenging behaviour and ensure strategies are appropriate for all children	06/04/2022
develop and implement clear ways to provide effective levels of support for staff, including support for their professional development, health and well-being	06/04/2022
provide babies with a consistent space for them to feel safe and staff can effectively meet their learning needs.	06/04/2022

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

	Due date
develop a sequenced, clear curriculum, which helps children build secure foundations for their future learning	02/05/2022

improve the key-person system, so staff can tailor their teaching to meet all children's individual learning goals and provide challenging experiences which enthuse and excite children.	21/04/2022
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Setting details

Unique reference number	EY258075
Local authority	North Yorkshire
Inspection number	10225530
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	54
Number of children on roll	63
Name of registered person	Abbey Nurseries Ltd
Registered person unique reference number	RP521345
Telephone number	01757 705222
Date of previous inspection	28 February 2017

Information about this early years setting

Abbey Fields Day Nursery registered in 2003 and operates from Selby Business park. The nursery employs 15 members of childcare staff. Of these 11 hold appropriate early years qualifications, including seven staff who hold a qualification at level 3. Three staff hold a qualification at level 5, including the manager. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Michelle Lorains

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 that into account in her evaluation of the setting.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- A joint observation was completed by the manager and inspector, indoors during planned activity.
- The inspector held a discussion with the senior manager and on-site manager in relation to the leadership and management of the nursery. She looked at relevant documentation, such as evidence of recruitment, staff's qualifications and their suitability to work with children.
- The inspector spoke to parents and obtained feedback for the inspection.

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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