

# Inspection of Riverside (Spicey Gill) Private Day Care

2 Kings Road, Ilkley, Yorkshire LS29 9AD

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Inspection date: 14 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is inadequate

Children's welfare is compromised because the nominated individual, who is also the manager, does not always meet the ratio and qualification requirements. In addition, most staff working with children do not have an adequate knowledge of safeguarding issues. Furthermore, the curriculum is not sufficiently ambitious. It does not help all children to gain skills for the future. The manager does not have high expectations for all children.

The youngest children enjoy making marks in shaving foam. However, staff that interact with them do not know their current level of development and what they need to learn next. Staff use these activities to keep young children occupied, rather than to engage them in purposeful play. They do not spend time talking to young children or explain what they are doing. Young children do not benefit from rich opportunities to develop their language.

Older children engage in activities that are part of the daily routine. For example, they use speech with signs and symbols to say and recognise their name during self-registration. Older children name the day of the week and talk about the weather and seasons. They show what they have learned and remember. However, there is little challenge to extend what older children already know and can do.

Despite the weaknesses, children appear happy and are sociable with their friends. They, generally, behave well.

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

- The manager has taken too little action to address recurring staffing issues. The total number of staff working each day does not always meet the ratio requirements. She also has many apprentices, who she counts in ratio. As a result, staffing arrangements do not meet the qualification requirements.
- Induction, supervision and monitoring of staff's practice are poor. The manager does not ensure that staff are aware of safeguarding issues and practice. Additionally, some staff do not have a sufficient understanding of English. Consequently, they are unable to understand and answer questions about child protection issues. This compromises children's safety.
- The manager can explain how she wants staff to build on children's interests through play. However, she does not support staff to understand the curriculum and the way in which young children learn. Staff do not make accurate assessments of children's learning when they start in the setting, or complete consistent ongoing assessments. Consequently, they do not provide high-quality education for children.

- The key-person system is not effective. Ongoing staffing issues have a great impact on children's continuity of care and learning. This is particularly evident for younger children. When key persons for children are absent, the other staff present have no information about these children. This means staff do not understand children's individual learning needs. Additionally, some parents of older children say that they do not know who their child's key worker is.
- The special educational needs coordinator ensures that referrals are made for children with special educational needs and/or disabilities. Staff work with parents, grandparents and other professionals to help children receive the targeted support they need.
- Older children are confident to speak in a group. They recall events that happen in their life. For example, as they have morning snack, they talk about their visit to the dentist. Older children explain, when asked by staff, that the dentist looks after their teeth. They have an awareness of the wider world and people that help them.
- Older children enjoy using the small slide. They show their knowledge of positional language, as they use words, such as under and over, when demonstrating their actions. Young children ride wheeled toys. They fill and empty containers with water. Children have opportunities to play outdoors in the fresh air and develop their physical skills.
- All children enjoy a healthy balanced diet of homemade food, fresh fruit and vegetables. Staff encourage older children to pour their drinks and serve their own food. They support independence well. However, the difference in the quality of interactions with children during mealtimes is noticeable. For instance, staff listen and respond to older children's stories and chat, while there is very little communication from staff with young children. This does not support young children's early language development.

## Safeguarding

The arrangements for safeguarding are not effective.

The manager has not identified gaps in staff's safeguarding knowledge. This compromises children's safety. Staff are unaware of local safeguarding partnership (LSP) reporting procedures. They have poor knowledge of the possible signs and symptoms of abuse that may suggest a child is at risk of harm. The manager does not ensure that staff understand their responsibilities in relation to the 'Prevent' duty guidance. Staff are unaware of wider safeguarding issues, such as if a child was at risk of being drawn into radicalisation or extremism. Staff are unclear about the procedures to follow in the event of an allegation against a child or adult in the absence of the manager.

## 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 staff ratio and qualification requirements are always met to keep children safe	28/03/2022
improve staff's knowledge of the possible signs and symptoms of abuse and make sure that they keep up to date with safeguarding issues	28/03/2022
ensure staff are aware of the local safeguarding partnership (LSP) reporting procedures and what to do in the event of an allegation against an adult or child	28/03/2022
ensure staff have a good knowledge and understanding of the 'Prevent' duty guidance for England and Wales	28/03/2022
ensure that staff have sufficient understanding and use of English to ensure the well-being of children in their care	28/03/2022
implement effective induction procedures and make sure that all staff understand their role and responsibility with regards to child protection	28/03/2022
put appropriate arrangements in place for the supervision of all staff and provide support, coaching and training that promote the interests of all children	28/03/2022
assign a key person to every child and ensure their care is tailored to meet their individual needs and make sure that all parents know who their child's key person is	28/03/2022
consider the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences for all children that support their ongoing development	25/04/2022

ensure young children's communication and language skills are enhanced at all times to help form the foundation of their language development.	25/04/2022
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## Setting details

<b>Unique reference number</b>	EY561106
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10226662
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	48
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	H M Training Ltd
<b>Registered person unique reference number</b>	RP536635
<b>Telephone number</b>	01274689516
<b>Date of previous inspection</b>	16 July 2019

## Information about this early years setting

Riverside (Spicey Gill) Private Day Care registered in 2018. It is situated in the Ilkley area of Bradford. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round. The nursery employs 15 members of staff, six of whom hold appropriate early years qualifications from level 2 and above and nine are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jane Tucker

## 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 manager and the inspector discussed the early years provision and the aims of the curriculum while children played outdoors.
- The inspector carried out observations of the quality of teaching during activities indoors and outdoors. The inspector also assessed the impact this has on children's learning.
- A joint observation of an activity with the manager was completed by the inspector.
- The inspector spoke with staff, children, parents and grandparents during 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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