

Inspection of Pomegranate

Pomegranate, 52 Broom Lane, Salford, Lancashire M7 4FJ

Inspection date: 8 April 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	Inadequate

What is it like to attend this early years setting?

The provision is inadequate

Catastrophic failings in legal requirements mean that children are not safe and are at risk of harm. Since the last Ofsted inspection, standards have continued to decline and not enough has been done to bring about change. The manager does not demonstrate the skills and expertise to lead the setting out of significant weakness. Her poor leadership has a considerable impact on the quality and standards across the setting. For example, the manager does not understand the severity of having an open door in the baby room that leads to a separate building that is not used by the setting. This means children can wander out and any unauthorised person could gain entry to the premises. Additionally, the manager fails to implement the setting's mobile phone policy, when a member of staff is seen to use their personal mobile phone. The manager does not understand the significant risks to children's safety and well-being. Her attitude to remedy shortfalls is poor.

The premises are unclean, unsafe and not suitable for childcare. Radiators in some of the rooms are rusty and some are too hot, which pose a serious health and safety risk to children. There is broken glass, screws, sharp plastic and animal bones where children play. Younger children wander around outdoors without shoes and their socks become sodden. They fall over on uneven surfaces and staff are not aware. Toddlers are put into swings that have bird faeces in and are left unattended by staff for long periods of time.

Children do not receive the education that they rightly deserve. Activities do not maintain children's interest and they quickly become disengaged. Children have poor attitudes towards their learning and show extremely poor behaviour. Staff allow children to snatch toys and hit one another. This does not teach children about fundamental British values and contradicts the rule of law. Staff deployment and child supervision are incredibly poor. The inspector has to intervene on several occasions to keep children safe. For example, as young children are walking up the stairs, staff squeeze past them and this causes some children to lose their balance. Staff leave younger children to attempt to climb the stairs with no support and some lean backwards and nearly fall. This catalogue of failings means that the setting cannot continue to operate without statutory involvement. Ofsted has suspended the provider's registration.

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

- Leaders fail each and every child that attends this setting. They have been too lax to bring about change following the last Ofsted inspection. Previous breaches in risk assessments have not been remedied and standards have continued to decline. Leaders have not focused on meeting statutory requirements because

they show little understanding of what it means to be legally compliant. These significant breaches in legal requirements put children at considerable risk of harm. Leaders do not have the capacity to bring about change.

- Child protection concerns are not dealt with effectively. Leaders believe that if they know a family, nothing serious could happen to a child from that family. They record concerns about children, but do not follow these up with the relevant agencies. In addition, the procedures for referring concerns about staff are poor. Leaders believe that their own internal investigations are good enough without going to the local authority designated officer. This attitude and poor understanding of child protection puts children in danger.
- The premises are unsafe. Staff leave a door open in the baby room that leads directly to a separate building. Unauthorised persons can access the premises and children could leave. Leaders do not understand the severity of this and the level of risk it poses to children and staff.
- Care practices are poor. Staff change babies in areas that are unsafe. For example, staff use a 'changing cupboard' that has a small changing surface and shelves directly above. Staff bang babies' heads on the shelf and are unaware of this. The inspector has to intervene and inform staff that what they are doing is causing harm and distress to babies.
- Risk assessments are poor. Leaders fail to identify significant hazards across the setting. Screws, broken glass and sharp plastic are located where children play. Leaders allow younger children to walk around these areas without shoes and do not understand the risk it poses. Some radiators are too hot and most are rusty and in disrepair. Leaders fail to identify these hazards, which poses unnecessary risk to children.
- The curriculum is narrow and does not build on what children know and can do. Babies sit at tables for long periods of time, while staff sing songs to them. They become bored and unsettled. Sometimes, babies sit on the carpet area alone with no adult interaction. Staff do not provide older children with sufficient challenge in their learning. They provide mundane activities, without clear intent as to what children will learn, such as cutting and sticking paper together. Toddlers fight over toys and wander around with pens in their mouths and scissors under their arms. This means that children are at a significant disadvantage, as they do not receive the quality education that they rightly deserve.
- Children do not develop the skills they need to equip them for their next steps in learning. Too often, children hit one another and are unkind. Staff do not teach children about the impact of their actions on others. This means that children do not learn right from wrong.
- Staff provide parents with weekly newsletters and photos of their children. They teach children to be proud of their Jewish heritage and teach them about the community that they belong to.
- Children who speak English as an additional language and children with special educational needs and/or disabilities (SEND) receive adequate support. Some interventions help children to gain a command of English and external agencies are involved for children with SEND.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders fail in their duties to keep children safe and protected from harm. Risk assessments are ineffective, and the premises pose risks to children. Leaders do not understand their responsibilities to refer concerns that may indicate children are at risk of abuse or neglect. They show no understanding of the steps to take if an allegation is made against a staff member. They do not refer concerns about staff to the relevant agencies, which significantly compromises the safety of children. A closed culture of 'it would not happen here' is testament to the inadequate leadership of the setting. The procedures for staff using mobile phones are poor.

Staff have some understanding of the signs and symptoms children may present with if they are being abused or neglected. However, poor leadership and understanding of child protection means that it cannot be certain that children are safe and protected from harm. Recruitment procedures are effective and all staff undergo effective suitability checks.

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
ensure that no unauthorised person can gain entry to the premises and no child can leave the premises unattended	06/05/2022
ensure that staff fully understand the policy for using mobile phones	06/05/2022
ensure that all areas of the premises are suitable for childcare and risks to children are minimised	06/05/2022
ensure that leaders deploy staff effectively, to supervise and meet the needs of all children	06/05/2022
ensure that children are provided with clear expectations about their behaviour	06/05/2022

ensure the designated safeguarding lead has a secure understanding of their role and responsibilities to refer concerns about children to the relevant agencies	06/05/2022
ensure the designated safeguarding lead understands the correct procedures to follow if an allegation is made against a member of staff	06/05/2022
ensure areas to change babies are safe and suitable.	06/05/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that children are provided with a curriculum that builds on what they know and can do and prepares them for their next steps in learning.	06/05/2022

Setting details

Unique reference number	EY557710
Local authority	Salford
Inspection number	10213648
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 3
Total number of places	49
Number of children on roll	51
Name of registered person	Pomegranate Nursery Limited
Registered person unique reference number	RP557709
Telephone number	01617920182
Date of previous inspection	18 October 2021

Information about this early years setting

Pomegranate registered in 2018. The setting follows the Jewish faith and opens Monday to Friday from 8.45am until 4pm. The setting provides funded early education for two-, three- and four-year-old children. There are 24 members of staff working with the children, three of whom are unqualified, 21 members of staff hold a qualification at level 2 and above.

Information about this inspection

Inspector

Luke Heaney

Inspection activities

- The inspector discussed any continued impact of the pandemic with leaders and has taken that into account in his evaluation of the setting.
- The manager, deputy manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector, deputy manager and manager.
- The inspector held discussions with the leadership team, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The inspector obtained the views of parents through discussions.

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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