

Inspection of Little Jo's Day Nursery and Pre-School

Little Jo's Nursery, 35 Doncaster Road, BARNSELY, South Yorkshire S70 1TH

Inspection date: 5 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	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the way staff supervise children, and their knowledge of child development, compromise children's well-being. Staff have a weak understanding of how children develop and learn. At times, adults do not supervise children adequately. For example, they stand together at one side of the room or place themselves with their backs to children. As a result, they do not see children play with the wires and plugs on equipment. This places children at possible risk of harm. In addition, not all staff are clear about what to do if they have a concern about a child. They do not have a good enough knowledge of safeguarding issues, such as the 'Prevent' duty, to ensure that children's well-being is protected. Children are also at risk of cross-infection due to poor hygiene practice.

Despite this, children are greeted warmly by staff and settle well. They form secure attachments to staff and form friendships with each other. Staff praise children for their individual efforts and promote the use of good manners. However, children are not learning how to behave appropriately. This is because not all staff act as good role models or help children to regulate their own behaviour. Some staff fail to notice when children need help or hurt each other. For example, children stand on each other and argue over toys. This does not ensure children's safety.

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

- The key-person system does not meet all children's individual needs. Staff do not always use what they know about children to help provide learning experiences that are tailored to meet their needs. However, staff do provide support for children with special educational needs and/or disabilities. Staff and parents work together to help staff get to know the children well. Staff implement the strategies agreed with other professionals to provide consistency for children's learning and development.
- Staff do not consistently support children to develop their communication skills. Some younger children have dummies in for large parts of the day. During singing time, staff do not encourage them to remove dummies. Staff ask questions to children while they have dummies in their mouths. Children do not respond. Staff do not understand how the use of dummies has an impact on children's ability to speak and interact with others. At other times, some staff support children's early language development through reading stories and leading meaningful conversations. Children who speak English as an additional language are making progress.
- Some staff do not always act swiftly enough when children demonstrate unwanted behaviour. Not all staff clearly explain boundaries and expectations, to ensure children understand these. This results in their behaviour deteriorating, and children then fail to engage in meaningful activities.

- Hygiene practices are poor. Children wipe their noses on soft furnishings and play in the outdoor bin. They eat from the same serving spoon. This has a negative impact on children's good health, as staff do not prevent infection from spreading. That said, staff encourage children to be independent. For example, children wash and dry their hands independently and younger children are encouraged to pull up zips on their coats.
- Overall, the organisation of the environment is effective in promoting children's enjoyment. However, nappy changing arrangements, particularly for younger children, do not offer a great deal of privacy. This does not support staff in their aims to teach children about body safety and ownership of their bodies.
- The manager models good practice to other staff with her interactions and support for children's learning. She has a clear understanding of the curriculum. However, this is not implemented as well by all staff. The staff supervision arrangements are not fully effective. The management team recognises targeted staff supervision and appraisal meetings are 'ad-hoc' due to some staffing issues. This does not help support staff to consistently develop and improve their practice. This includes the quality of their interactions and teaching to ensure these are at a consistently good level.

Safeguarding

The arrangements for safeguarding are not effective.

The key-person system is not robust enough to ensure all children's needs are adequately met. This does not support children's emotional well-being. All childcare staff have completed training in child protection. They are aware of the indicators of abuse. However, not all staff have a good awareness of wider safeguarding issues, such as how to recognise and protect children from extreme behaviours and views. Staff are not confident about the correct process to follow if they have a safeguarding concern about a child. Failure to deploy staff adequately compromises children's safety. There are good systems in place to ensure staff are suitable to work with children during their recruitment and induction.

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
strengthen the key-person system so that staff get to know their key children, and ensure that this information is used so that children's learning needs are met	26/04/2022

implement a curriculum that builds on what children already know and can do, so that children have enjoyable and challenging opportunities across all seven areas of learning	26/04/2022
improve staff deployment to ensure that children are well supervised and kept safe from harm	26/04/2022
ensure that all staff have a sufficient knowledge and understanding of safeguarding issues, such as the 'Prevent' duty	26/04/2022
ensure staff understand who to report safeguarding concerns to about a child in their care	26/04/2022
ensure all staff consistently implement strategies designed to support and manage children's behaviour	26/04/2022
ensure that hygiene practices are consistently understood and implemented by staff, to prevent the spread of infection and to promote children's good health	26/04/2022
build on arrangements for the supervision, coaching and mentoring of staff, to support them in developing their knowledge and skills in order to continually improve their practice.	26/04/2022

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

- help staff to improve the curriculum for communication and language and build on children's speaking skills
- review and improve the arrangements for nappy changing to offer children greater privacy

Setting details

Unique reference number	EY347796
Local authority	Barnsley
Inspection number	10131590
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	72
Number of children on roll	119
Name of registered person	Jackson, Karina Louise
Registered person unique reference number	RP910643
Telephone number	01226 779199
Date of previous inspection	21 January 2016

Information about this early years setting

Little Jo's Day Nursery and Pre-School registered in 2002 and is situated in Barnsley. The nursery employs 22 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 or above, including five with level 6 qualifications. The nursery opens from Monday to Friday all year round. 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

Julie Dent

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the nursery and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together and discussed their curriculum and what it is that they want the children to learn.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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