

Inspection of William Street Nursery

17 William Street, WINDSOR, Berkshire SL4 1BB

Inspection date:

26 April 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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's safety is compromised due to ineffective risk assessments. Managers and staff do not effectively identify elements of the environment that could pose a risk to children's safety. For instance, in the outdoor space, the woodwork area containing tools and very small items is not secure. The older babies squeeze into this area, placing them at risk of harm. Additionally, children's hygiene is not given high enough priority. At times, babies drink from cups laying on the floor and these are sometimes used by other children. This is a cross-contamination risk.

While managers and staff have some understanding of what they would like children to learn, the planned curriculum is poorly designed. As a result, the needs of some children are not being met and their learning is limited. On occasions, the organisation and routines of the nursery impact on children's learning and well-being. For example, babies are only able to spend very short amounts of time in the garden as they have to go back inside for their lunch. Additionally, leaders and managers do not monitor practice in the setting well enough to ensure requirements are met.

Children are generally happy and settled. They approach staff for reassurance and cuddles when they need it, to enable them to feel emotionally secure. On the whole, children behave well. They demonstrate they understand the nursery routines and expectations. For example, pre-school children know they must put on their shoes to access the outdoor area.

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

- The risk assessments in the setting do not keep children safe. For example, at times, staff prop open the fire door to the kitchen. They also do not secure the safety gates to the baby kitchen either. Staff do not understand the impact of doing this. Additionally, the outdoor area is not safe for all children to access. There are plastic crates and slides stacked up which could fall onto children. This exposes them to unnecessary hazards. Furthermore, the practice of pre-school children walking around in socks places them at risk of sustaining a foot injury.
- Leaders and managers do not ensure that staff deploy themselves appropriately at mealtimes. Staff do not consistently supervise and support children while they are eating. This does not protect children effectively from the risk of choking.
- Staff do not always follow good hygiene practices. For instance, in the baby room, children's bowls are placed on the floor. Staff proceed to feed children from these. Additionally, due to the organisation of the sleep room, staff are unable to check on sleeping children without standing on beds and sheets in their outdoor shoes. This practice compromises children's good health.
- Despite there being a large management team in place, they do not use

effective methods to monitor the quality of the provision. Leaders and managers are unaware of the weaknesses in the setting and fail to identify where statutory requirements are not being met. As a result, this does not effectively support children's well-being and safety.

- Staff plan some activities for children based on their interests and needs. They engage in meaningful interactions to support learning. However, the curriculum for babies does not encourage their curiosity and physical development well enough. For example, when babies indicate they want to pull themselves to a standing position, staff pick them up and return them to the carpet area. Additionally, when they want to crawl and explore outside, staff move them back to a singing activity. Consequently, babies are not able to make the progress they are capable of.
- The organisation of routines does not always ensure children's needs are met. At mealtimes, very young babies are left sitting in high chairs for a significant time before being offered their food. Babies show frustration and become upset at this time. This compromises the quality of care babies receive.
- Staff in the setting know the children well and are able to discuss their learning. Children with special educational needs and/or disabilities have their needs met securely. Staff develop effective strategies to support these children to achieve their full potential. As a result, they make good progress in their learning.
- Pre-school children show interest and engage enthusiastically in the activities staff provide. They enjoy making play dough, singing, reading stories and making 'potions'. They confidently articulate their views and what they like to participate in. Therefore, these children receive some purposeful learning.

Safeguarding

The arrangements for safeguarding are not effective.

The weaknesses in risk assessment procedures place children at risk of harm. Leaders, managers and staff do not ensure they remove or minimise all hazards to children's safety and well-being. The setting has made significant improvements to ensure staff have a secure knowledge and understanding of how to recognise the potential signs of abuse. All staff are required to complete mandatory training as part of their induction. Staff understand the procedures they must follow, if they have concerns about a child or another adult, to safeguard children. They also demonstrate an effective knowledge of wider safeguarding issues, such as radicalisation or county lines.

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 all risks and hazards to children's safety are identified, removed or minimised, especially in relation to the outdoor area	20/05/2022
secure the deployment of staff at mealtimes to ensure children are supervised at all times and the risk of choking is minimised	20/05/2022
implement hygiene practices to minimise risks of cross infection in order to promote the good health of children	20/05/2022
implement the effective monitoring of staff practice, to ensure that leaders and managers understand what is happening in the setting and statutory requirements are met	20/05/2022
review the curriculum for babies to ensure all staff understand the intent for their learning and are able to implement this effectively, so they make the best possible progress	20/05/2022
review the organisation of daily routines to ensure children's needs are met at all times.	20/05/2022

Setting details

Unique reference number	EY462233
Local authority	Windsor and Maidenhead
Inspection number	10209321
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	50
Number of children on roll	52
Name of registered person	Countryside Nurseries LLP Partnership
Registered person unique reference number	RP521162
Telephone number	01753 851002
Date of previous inspection	15 December 2016

Information about this early years setting

William Street Nursery registered in 2013. It is located in Windsor town centre and offers children care on weekdays, from 7.30am to 6pm, for 51 weeks of the year. The provider employs 11 staff. Of these, eight hold relevant childcare qualifications. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Clare Perry

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 provider and has taken that into account in their evaluation of the setting.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views. Children also communicated with the inspector during the inspection.
- 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 manager and the inspector carried out a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022