

# Inspection of Padiwacks.co.uk Ltd

Padiwacks Ltd, Wyre Street, Padiham, BURNLEY, Lancashire BB12 8DF

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Inspection date: 15 March 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	GoodGood

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety and well-being are compromised in this nursery. Dangerous behaviours, for example climbing on and jumping off the furniture, such as settees, are left unchallenged by staff. This puts children at significant risk of harm. Children are not supported to regulate their behaviour and manage conflicts harmoniously. Consequently, children become frustrated and display harmful behaviours. They repeatedly snatch and scream at each other as well as bite, hit and push each other. This puts other children at risk and hinders their learning.

Children are not always adequately supervised, due to poor staff deployment. Younger children are, at times, left to feed themselves, as staff support other children. This can cause some children to become upset, as they cannot reach their food or drop their bowls on the floor. Staff do not always plan activities that capture the interests of children. Consequently, children get bored easily. That said, babies have lots of space to move around. They learn to crawl, pull themselves to stand and take their first few steps. This supports their physical development.

Leaders have put measures in place to keep children safe in response to the COVID-19 pandemic. Children are now dropped off and collected from staff at the door. This helps to reduce the spread of infection and helps to promote children's good health.

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

- Leaders do not have effective strategies in place to support children in their understanding of safe and positive behaviour. Staff fail to manage children's behaviour effectively, due to a lack of support, guidance and training. Children are often told sternly what to do but with no explanation to help children understand the expectations of their behaviour. Furthermore, they are repeatedly told to say sorry when other children have become upset. However, staff do not support children to understand how their behaviour might make others feel.
- Staff do not effectively support children's emotional well-being. There is a key-person system in place, however, staff do not spend quality time with their key children. Children who are vulnerable, in receipt of additional funding and those with special educational needs and/or disabilities (SEND) are not receiving the tailored support they need to make the progress they are capable of.
- Staff do not always adequately support children's communication and language development. They do not model the correct pronunciation of sounds and words. Consequently, there are gaps in children's speech development. Younger children frequently walk around with dummies in their mouths. This prevents

them from making sounds and speaking. Furthermore, children access their own and other children's dummies. This creates a risk to children's health, as dummies are not cleaned after they have been touched by others.

- Leaders demonstrate their intentions for a broad curriculum. However, this is not yet being implemented successfully by staff. Staff do not plan purposeful learning opportunities that challenge children. Therefore, children rarely engage in meaningful play and move from one activity to another quickly.
- Children learn some of the ways to keep themselves healthy. They spend time outside in the fresh air and get daily exercise. Children go on walks in the local community. They enjoy nutritious meals and snacks, such as a roast dinner and vegetable sticks.
- Children learn about some other cultures, faiths and beliefs. Therefore, children are beginning to learn about the world around them.
- Parents provide feedback on areas of the nursery that they are happy with. For example, parents comment on the help they receive to access support from other professionals.
- Leaders make referrals for children with SEND promptly. This ensures that these children receive support from other professionals in a timely manner. However, leaders and staff do not put effective measures in place to help children while they wait for support from others. Therefore, not all children are ready for their next stage in learning.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Despite staff carrying out initial risk assessments of the environment, they fail to make ongoing checks throughout the day to ensure children are kept safe. Children slip on wet floors and trip over toys that are left out. Furthermore, children frequently stand on chairs, and climb and sit on tables. Staff's lack of hazard awareness and ineffective management of behaviour puts children at risk of harm. Leaders do not effectively support children or parents to understand the potential risks when using technology to access the internet. Therefore, some children disclose viewing content not appropriate for their age. Leaders and staff have an adequate knowledge and understanding of the possible signs and symptoms of abuse. They know how to correctly report concerns regarding the welfare of children. Staff use a nursery minibus to transport children, which is adequately insured. Children are supervised by staff who hold a relevant first-aid certificate. Staff correctly complete children's registers. Therefore, in the event of an emergency, staff have accurate information.

## **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:**

	<b>Due date</b>
provide staff with the skills, knowledge and support to ensure children's behaviour is managed in an effective and appropriate way	03/05/2022
ensure the key-person system provides children with tailored care and support that meets their individual needs, particularly those who are vulnerable and those with SEND	03/05/2022
ensure staffing arrangements meet the needs of all children and ensure their safety	03/05/2022
support staff to undertake appropriate training to ensure they continually offer quality learning experiences which engage children	03/05/2022
ensure that staff understand how to carry out risk assessments effectively and can identify aspects of the environment that need to be checked on a regular basis, so that children are not exposed to potential hazards.	03/05/2022

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

	<b>Due date</b>
develop the curriculum for communication and language to ensure children make good progress with their speech development	03/05/2022
ensure staff plan challenging and purposeful opportunities for all children to prepare them for their next stage in learning	03/05/2022
adapt the curriculum to support children to learn how to keep themselves safe online.	03/05/2022



## Setting details

<b>Unique reference number</b>	EY362900
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10230778
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	95
<b>Number of children on roll</b>	183
<b>Name of registered person</b>	Padiwacks.co.uk Ltd
<b>Registered person unique reference number</b>	RP908084
<b>Telephone number</b>	01282 778018
<b>Date of previous inspection</b>	9 October 2018 9 October 2018

## Information about this early years setting

Padiwacks.co.uk Ltd registered in 2007 and is situated in Padiham, Burnley. The setting opens Monday to Friday from 7am to 7pm. It provides funded early years education for children aged two, three and four years. The setting employs 27 members of staff. Of these, 19 hold appropriate early years qualifications, including one member of staff with qualified teacher status and the manager who is qualified to level 6.

## Information about this inspection

### Inspector

Suzanne Fenwick

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, staff and parents at appropriate times during the inspection and took account of their views.
- 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 inspector carried out a joint observation of the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed 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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