

# Inspection of Young Ones Nursery

34 Wood End Road, Wolverhampton, West Midlands WV11 1NR

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Inspection date: 28 April 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	Outstanding

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

### **The provision is inadequate**

Children's safety is not assured because there are substantial weaknesses in staff's safeguarding knowledge. Furthermore, ratios are not maintained during the first part of the day when children arrive at the nursery. This significantly impacts on their safety and welfare. Children do not make the best possible progress. Staff do not provide children with stimulating and interesting activities that entice them to learn and develop curiosity. At times, children have limited resources to play with. For example, first thing in the morning, older children only have one box of toy bricks and a few dressing-up clothes to play with between 17 children. As a result, they become bored and restless.

That said, children do enjoy the time they spend outdoors. Older children work together to ride and push bikes. Children develop their physical skills as they jump, climb, slide and balance on tyres. Babies play with balls and begin to learn how to use utensils correctly at lunchtime with support from attentive staff. Children develop relationships with staff and their peers. Babies seek out staff for a reassuring cuddle, and their individual care needs are met appropriately. Older children confidently chat to staff and are eager to show them what they have drawn.

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

- The manager does not have a good enough understanding of the curriculum. Although she monitors staff practice, she does not always recognise where there are weaknesses in their knowledge and understanding of how to provide activities that promote children's learning. As a result, the quality of teaching is poor and significantly impacts on children's learning experiences and the progress they make. However, the manager is supportive of staff, and staff say that she is approachable. Generally, throughout the nursery, staff work together as a team and create a welcoming, friendly environment for children.
- Staff do not plan activities to ensure that they meet children's next steps for learning and help children to make the best possible progress. Older children sit for prolonged periods. For example, during an activity where children sort and order numbers, some have to wait for over 15 minutes until it is their turn. As a result, they become disinterested and gaze around the room or crawl around the floor. This impacts on valuable learning time and hinders children's progress.
- Communication and language are not supported well enough, even though this has been identified as an area where there are gaps in some children's learning. Staff do not extend children's language and often rapidly ask questions without giving children time to respond. In addition, some questions are not pertinent to the age of the children. For example, staff ask older pre-school children what noise a pig makes. Babies use a variety of different media to make marks on a

large sheet of paper, such as felt-tip pens and bingo dabbers. Staff talk to them about the colours they are using. However, they do not encourage babies to mimic words and respond, to support early communication.

- Toddlers have fun as they hunt in shaving foam to find dinosaurs. They know that the dinosaur they find is called a 'triceratops' and laugh as they pretend to roar like a dinosaur. Staff introduce simple mathematics as they help children to count how many legs the dinosaur has.
- Children develop their imagination. Older children pretend to feed babies and set out a picnic, using cushions as a bed for the doll. They talk between themselves as they make up a story about going on a picnic and decide what food they will take with them. Toddlers dress up as a builder with a hard hat, wrench and drill, and they involve staff and visitors in their make-believe play.
- Children with special educational needs and/or disabilities receive good support. Staff work closely with parents and outside agencies to provide children with any additional help they may need.
- Parents are provided with information about their child through daily feedback, emails and parents' evenings. Parents spoken to are happy with the care their children receive.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not have a robust understanding of safeguarding and it has been a significant time since some staff have attended safeguarding training. They are unable to recognise the signs that may indicate a child is being abused or neglected. Their understanding of the 'Prevent' duty and female genital mutilation is exceptionally poor. As a result, children's safety and well-being are not assured. Some staff do not know the procedures to follow if they have a concern about a child and some would carry out incorrect procedures, which could put children at risk of further harm. That said, the premises are safe and secure.

## What does the setting need to do to improve?

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

	Due date
train all staff to understand the safeguarding policy and procedures to enable them to identify signs of possible abuse and respond in a timely and appropriate way	27/05/2022
ensure that staff-to-child ratios are maintained at all times	20/05/2022

provide support, coaching and training for staff to enable them to plan a range of appropriate activities to enhance children's learning and help them to make good progress	24/06/2022
provide staff, including the manager, with appropriate training to develop their understanding of the curriculum and how children learn	24/06/2022
ensure that staff understand how to develop children's communication and language more effectively.	24/06/2022

## Setting details

<b>Unique reference number</b>	EY475328
<b>Local authority</b>	Wolverhampton
<b>Inspection number</b>	10226504
<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 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Young Ones Nursery School Ltd
<b>Registered person unique reference number</b>	RP533492
<b>Telephone number</b>	01902733566
<b>Date of previous inspection</b>	25 September 2017

## Information about this early years setting

Young Ones Nursery registered in 2014 and is based in Wednesfield, West Midlands. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above, including one who holds a qualification at level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Rebecca Johnson

## 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 provider and has taken that into account in their evaluation of the nursery.
- A meeting was held between the inspector and the manager.
- The inspector looked at a selection of documentation and checked evidence of the suitability of staff working with the children.
- The inspector spoke to children, staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The provider and the manager had a learning walk together. They observed staff's teaching practice during activities.

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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