

Inspection of Crowmoor Day Nursery And Out Of School Club

Crowmoor Primary School, Crowmere Road, Shrewsbury, Shropshire SY2 5JJ

Inspection date:

9 May 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

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Leaders fail to keep children safe at this nursery. When serious concerns about children arise, leaders do not implement sound safeguarding and child protection procedures to help keep children safe from harm.

Children are, generally, happy and behave well. They form close friendships with their peers. However, staff do not plan or deliver experiences effectively for pre-school children who struggle to engage at times. Some activities are too difficult, and others fail to ignite their interest. For example, children attempt to join in with a word game. However, staff focus their teaching on a mix of letter sounds, words, matching and numbers. This becomes too confusing for children to understand. Although toddlers engage happily in play, staff do not focus their teaching on what children need to learn next. Pre-school children and toddlers enjoy outdoor play. They develop their physical skills as they climb on frames or manoeuvre wheeled toys. Some early writing skills are emerging as children make marks with pens and chalks.

In contrast, the youngest children are keen to play and explore. They benefit from a calm and nurturing environment. Babies who are new to the nursery and demonstrate separation issues are supported by staff, who are kind and attentive to their individual needs. Babies receive plenty of support from staff to develop their communication and physical skills. This leads to babies proudly uttering first words and taking their first steps.

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

- Leaders do not demonstrate a sound understanding of safeguarding procedures. On occasions, leaders are made aware of possible safeguarding concerns about children. Despite being made aware of these concerns, they do not seek advice or make referrals to the relevant agencies. This puts children at risk of harm.
- Leaders do not monitor children's absences closely enough to help them to identify possible safeguarding concerns in a timely manner. Some children have been absent from the setting for some weeks without any efforts made to check on their well-being. This compromises the welfare of children.
- Leaders do not maintain accurate records for the safe and efficient running of the setting. Records relating to safeguarding and child protection concerns are poor and do not contain sufficient and relevant information. Staff do not maintain an accurate record of children's attendance.
- Leaders do not have a robust oversight of the overall quality of teaching and learning at the nursery. Although staff receive some support and supervision, it is not effective enough. Teaching across the nursery is too variable. The curriculum for children aged over two years is not strong enough. Leaders do

not support staff to sequence children's learning to build on what they already know.

- Staff working with pre-school children and toddlers do not have a good enough understanding about what children already know and can do. Planning for children aged over two years does not focus sufficiently on what children need to learn next. On the contrary, staff working with children aged under two years know children very well. They plan and deliver activities closely focused on what children's next steps in learning are. As a result, while the youngest children make good progress, not all children are making sufficient progress in their learning.
- Staff do not implement hygienic practice to promote children's good health. Pre-school children take pieces of fruit from a shared plate. This means children take some fruit which other children have touched with their hands. Other children have fruit pieces placed on the table in front of them with no plate, which means they then eat the fruit directly from the table. Staff are not alert to when children need support to wipe their noses and are not swift to clean children's dirty faces.
- Parents and carers comment that their children enjoy attending. Staff share information about their child's day. However, staff do not consistently share next steps in learning with parents to help them to build on children's learning at home. At times, staff do not gather sufficient information from parents to help to support new children as they join the nursery.
- Staff provide some opportunities for children to learn about faiths and cultures different to their own. However, they do not fully support children to learn about and appreciate diversity to help prepare them for life in modern Britain.
- Staff support children to behave well and learn what is expected of them. Children tidy away toys. They play cooperatively with their friends and take turns during games.
- Appropriate support is given to children with special educational needs and/or disabilities. Staff provide one-to-one support and follow specific plans to help these children reach their targets and make progress. Leaders ensure that additional funding is used well to meet the needs of the children for whom it is provided.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have a good enough understanding of safeguarding and child protection issues. They do not identify when children are at risk of harm, and they do not take swift steps to protect children. Poor record keeping further compromises the welfare of children. Despite this, staff demonstrate a sound understanding of safeguarding. They have a secure understanding of the signs and symptoms of possible abuse and know the procedures to follow in the event of concerns. Security within the setting is good. Staff lock entrances and gates to ensure unauthorised persons are not able to enter the premises. Staff are deployed well to ensure children are supervised throughout the day.

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
improve knowledge and understanding of safeguarding and child protection issues and the procedures to follow in response to these	23/05/2022
ensure that any safeguarding concerns are reported to the appropriate agencies in a timely manner	23/05/2022
maintain accurate records for the safe and efficient running of the setting, with particular regard to safeguarding logs and records	16/05/2022
maintain an accurate record of children's attendance	16/05/2022
consistently promote children's good health, with particular regard to implementing hygienic practice to help prevent cross infection	16/05/2022
monitor children's learning more effectively and ensure staff consistently use assessment information to plan and deliver purposeful learning experiences based on what children need to learn next	20/06/2022
provide more support, coaching and training to staff working with children aged over two years, to raise the quality of teaching to at least a good level.	20/06/2022

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

- enhance the opportunities for children to develop their understanding and appreciation of diversity

- develop an effective two-way flow of information with parents to establish continuity of learning between home and the nursery.

Setting details

Unique reference number	2541143
Local authority	Shropshire
Inspection number	10230735
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 11
Total number of places	90
Number of children on roll	98
Name of registered person	Hazles Farm Child Care Limited
Registered person unique reference number	RP911217
Telephone number	07908 704532
Date of previous inspection	Not applicable

Information about this early years setting

Crowmoor Day Nursery And Out of School Club registered in 2019. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 2 or above. The nursery opens from 7.30am until 6pm, Monday to Friday, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Trisha Turney

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- This was the first routine inspection the provider 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 provider.
- The manager and inspector completed a learning walk to gather information about how the provision and curriculum are organised.
- The manager and inspector carried out a joint observation to evaluate the effectiveness of teaching.
- Parents and carers spoke to the inspector and gave their views of the nursery.
- The inspector held a meeting with the nominated individual and the nursery manager and looked at relevant documentation and evidence of staff suitability.

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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