

Inspection of Ryhope Early Days Nursery

Shaftesbury Avenue, Ryhope, SUNDERLAND SR2 0RT

Inspection date: 28 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

There are significant weaknesses in the management of the setting, some of which impact on the safety and welfare of children. This is particularly in relation to safeguarding procedures. That said, children demonstrate that they are happy and feel secure. They are keen and confident to tell visitors about themselves and what they like to do in the nursery.

Children confidently choose activities from the range available and are, generally, busy at play. Some staff support children's learning well. Older children show good mathematical learning when staff encourage them to count the legs on a robot they have made from dough. Babies develop balance and coordination as staff support them to take their first steps. However, some staff do not have a clear understanding of what they want children to learn. Some adult-led activities, particularly in the two-year-old group, are unappealing and mundane. Children lose interest quickly and move away. Support for children with special educational needs and/or disabilities (SEND) is more focused. Staff follow guidance from other professionals to provide tailored plans that help children to learn.

Overall, children behave well. They are polite and kind to their friends. However, they become restless and mildly disruptive when staff do not provide them with clear boundaries and consistent expectations.

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

- The provider has failed to meet some of the requirements of the 'Statutory framework for the early years foundation stage'. Furthermore, the provider has a weak understanding of matters that must be reported to Ofsted. Ofsted has not been made aware of a number of significant incidents that could have a significant impact on children's safety and welfare, and on the quality of the care and education provided.
- The manager does not identify and address weaknesses in staff's practice. The quality of teaching is variable. Staff are not supported to develop their knowledge and skills to help to raise the quality of education to a consistently good standard.
- Some staff do not have clear aims for children's learning. Although activities and experiences take account of children's interests, staff do not always focus well enough on what they would like children to achieve. Interactions with children are, at times, weak. This means children are not supported well enough to make the best possible progress.
- Children are, generally, eager to join in activities and keen to learn. However, they quickly lose interest in some activities that staff provide. For example, they move on from the water tray when they find it has very little water and a small

and unappealing range of resources. They give up during a mark-making activity because they cannot manage the tools available and are not supported to learn how to use them effectively.

- Staff are aware that a number of children have lower levels of achievement in their communication and language development. Some staff support this well by using simple, clear language that helps children to learn new words. Others, however, use complex sentences that children do not understand. They do not give children time and opportunity to listen and respond.
- Despite weaknesses in teaching, most children reach levels of development typical for their age. Some staff help to extend children's learning during their self-chosen play. For example, a member of staff introduces a recipe book to a child pretending to make cakes in the play kitchen. They look at the words and pictures together. This helps children to learn some early literacy skills.
- Staff do not promote good hygiene practices consistently. They do not teach children how to keep themselves healthy. For example, staff watch while children eat cereal from a tray that children have played with for most of the day, sharing spoons that they put in their mouths.
- Strategies for managing children's behaviour are not consistent. Children do not have a clear understanding of what is expected of them. For example, staff tell two-year-old children to 'use your walking feet' while allowing them to continue running indoors. Pre-school children are told they cannot have toys during group time. However, staff allow them to play with toys while they sing together as a group. This distracts them, and other children, from their learning.
- Parents receive information about their child's day and about their learning from an online application. Staff help parents and support them with their children, for example working with them to help children who are learning to use the toilet.

Safeguarding

The arrangements for safeguarding are not effective.

Managers do not know what to do when an allegation is made against a member of staff. They do not report such matters to the appropriate authorities to enable them to be fully investigated. This puts children at risk. Although there are clear procedures for the safe recruitment of staff, these are not consistently followed. Some employment references, intended to assess staff's suitability, have not been completed. Staff have an appropriate understanding of the most common forms of child abuse. There are clear procedures to identify, respond to and report any concerns about a child's welfare. However, staff have a weak knowledge of wider safeguarding issues, including the 'Prevent' duty guidance.

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:

	Due date
ensure that the procedures for managing allegations against staff are in line with guidance from local safeguarding partners and that these are understood and followed by managers and staff	13/05/2022
ensure all staff working with children gain a secure knowledge and understanding of wider safeguarding issues, particularly the 'Prevent' duty guidance for England and Wales 2015	13/05/2022
ensure that the procedures for safe recruitment are followed consistently	13/05/2022
develop a secure knowledge and understanding of what must be notified to Ofsted	13/05/2022
ensure the arrangements for staff supervision identify and improve poor teaching through effective coaching and support for staff.	13/05/2022

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the curriculum to ensure that staff consistently consider children's learning needs and help them to make the best possible progress.	13/05/2022

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

- support staff to strengthen their interactions with children in order to accelerate their learning and improve achievements in communication and language development
- improve staff's understanding of good hygiene procedures that promote children's good health and prevent the spread of infection
- ensure that all staff provide children with consistent and appropriate guidance

that encourages positive behaviour.

Setting details

Unique reference number	EY481706
Local authority	Sunderland
Inspection number	10216339
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	1 to 4
Total number of places	58
Number of children on roll	69
Name of registered person	Sandhill Little Angels Nursery Limited
Registered person unique reference number	RP906894
Telephone number	0191 380 4077
Date of previous inspection	18 October 2016

Information about this early years setting

Ryhope Early Days Nursery registered in 2004. It is situated on the Ryhope Infant School Academy site in Ryhope, Sunderland. The nursery operates Monday to Friday, all year round, except for two weeks at Christmas and bank holidays. Sessions are from 8am until 6pm. There are 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, and one at level 4. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Clare Wilkins

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and staff and has taken that into account in her evaluation of the setting.
- The manager showed the inspector around the nursery and talked about the curriculum.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The manager and the provider met with the inspector to discuss leadership and management of the setting. The inspector looked at relevant documents provided, including evidence of the suitability checks carried out on staff.
- The inspector completed a joint observation with the manager.
- The inspector spoke to staff and children at appropriate times during the inspection. She also spoke to a number of parents and took account of their views.

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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