

Inspection of Welcome Nurseries@Priory Campus

Priory Campus, Pontefract Road, Barnsley S71 5PN

Inspection date:

16 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are supervised appropriately to keep them safe from harm. However, deployment of staff is not always effective. While the minimum adult-to-child ratios are met, there are sometimes not enough staff working directly with the younger children. This leads to periods when staff merely supervise these children as they are unable to offer quality interactions to fully support learning. During these times, children with special educational needs and/or disabilities (SEND) also do not receive good levels of engagement and support. This results in children receiving varied learning experiences. When there are enough staff working with each age group, children are engaged and challenged by staff more effectively. Staff provide appropriate levels of care as they offer cuddles and reassurance when needed.

Staff focus on supporting children's social skills as well as their communication and language skills. This is because they recognise how COVID-19 has had an impact on children's learning in these areas. Most children arrive confidently at the nursery. They excitedly come in and are keen to share their news with staff. All children enjoy daily opportunities to play outside. They have fun exploring in the enclosed forest play area. Older children are supported to share, take turns and use their imagination as they make dens and fairy houses out of sticks. Staff skilfully use opportunities as they arise to support children's mathematical awareness. For example, when children find a range of sticks, staff encourage them to identify the different size of each stick.

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

- The manager and staff understand what they want children to learn as they support each child to build on their prior knowledge and skills. However, when there are not enough staff working directly with younger children, staff are unable to implement their curriculum effectively. Therefore, while children enjoy playing with the activities set out, quality interactions and communication with the children reduce.
- Staff are aware of children's individual needs. The manager is working with staff to review and update individual targets for children with SEND. Outside agency support is being requested, where needed, for individual children. However, staff do not consistently implement the specific targets set for each child with SEND. This does not help to close the gaps identified in children's learning quickly enough.
- The recently recruited manager has a clear vision for the nursery. She is a skilled practitioner who role models good practice. The manager is working closely with senior leaders and the staff team to identify areas for improvement. A key priority is the recruitment of additional staff so that she can ensure deployment of staff remains consistently effective.

- Children's communication and language are generally supported well. Staff respond to younger children's attempts at communication and put their single words into simple sentences. Children enjoy choosing their own books to look through independently or to read with staff. Staff ask pre-school children questions, which encourages them to engage in conversations. However, staff do not consistently allow children enough time to listen and respond with their own thoughts and ideas.
- During small-group activities, staff encourage younger children to listen and learn each other's names as they sing a hello song. For pre-school children, the length of group activities increases as staff support children to sit and listen for longer periods. However, staff do not always take full account of the individual abilities of each child to ensure that these experiences are pitched at the correct level. This results in some children losing focus as they wander off to play elsewhere, whereas other children remain engaged for the whole session.
- Staff explain to children what is coming next during the daily routine. For example, staff advise children when group time is about to start and when it is time to line up to go back inside. However, they do not always support children to learn the expectations of these routines effectively. This results in some children not always participating and benefiting from the experiences on offer. For example, children who are not encouraged to join the group activity miss out on the varied learning taking place. As children are not supported to all line up to go inside, they miss out on learning this skill, as well as other learning such as counting how many children are in the line.
- A new cook has recently been employed and the manager has introduced a new menu to ensure children benefit from a healthy, balanced diet. Drinks of water or milk are encouraged and children are now supported to serve their own meals.

Safeguarding

The arrangements for safeguarding are effective.

The nursery is securely maintained. Staff are vigilant for any potential hazards and talk to children about safety issues as they arise. For example, when a child proudly announces they have a new skateboard, the manager uses the opportunity to ask about any safety equipment they use. The manager and staff are aware of their roles and responsibilities to safeguard children. They understand a wide range of potential indicators of abuse and know the procedures to follow if they have any concerns about a child's welfare. The manager monitors accident and incident forms each month to identify any possible patterns. This ensures relevant action can be taken if concerns are identified, which keeps children safe from harm.

What does the setting need to do to improve?

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

	Due date
ensure deployment of staff is consistently effective so that children are appropriately supported and their learning promoted effectively	20/05/2022
ensure interventions identified for children with SEND are consistently implemented by staff.	20/05/2022

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

- review how activities are structured and delivered so that they consistently build on children's attention and concentration skills
- review how staff support children to understand the expectations of the daily routine so that they fully engage in all experiences offered
- ensure staff allow children enough time to listen and respond with their own knowledge and ideas.

Setting details

Unique reference number	2647499
Local authority	Barnsley
Inspection number	10238683
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	86
Number of children on roll	39
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01226 770619
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries@Priory Campus registered in 2021 and is located in Barnsley. The nursery employs seven members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round except for bank holidays and the week between Christmas and New Year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Arnold

Inspection activities

- 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke to/communicated with the inspector during the inspection.
- The manager and the inspector carried out a joint observation during a planned activity.
- Parents shared their views on the nursery with the inspector.

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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