

Inspection of Wise Owl Private Day Nursery Scunthorpe

62 Old Brumby Street, Scunthorpe, North Lincolnshire DN16 2AW

Inspection date: 20 June 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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

Children's welfare is compromised because staff do not have an adequate knowledge of the possible signs and symptoms of abuse. There has been a high number of staff changes and some staff are not consistently based in the same playroom. Many children do not have an adult in the nursery who knows their current level of development and what they need to learn next. This means that children do not receive good quality education.

The curriculum does not build on children's current knowledge. Children are not provided with challenging activities that support their specific learning needs. Staff put out activities that they know children will enjoy. However, these activities are used to keep children occupied rather than to engage them in purposeful play. Staff do not have high expectations for children's learning and development.

Older children enjoy being outdoors in the fresh air. They create their own play ideas. For example, older children work together to carry crates to make an obstacle course. However, some staff stand idly by with their hands in their pockets while children play. They miss many opportunities to extend older children's play and learning further.

Despite the weaknesses, children arrive happy to the nursery and leave their parents with ease. They get along with their friends and interact well.

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

- The nominated individual has not taken timely action to address weaknesses in the nursery. The manager is unable to undertake her role effectively, due to staff shortages. There is no clear structure in place to ensure staff understand their roles and responsibilities. Consequently, assessments such as the two-year progress check are missed for some children.
- Induction procedures for new staff and apprentices are ineffective. New staff and apprentices have a poor knowledge of child protection issues, including signs and symptoms of abuse. Staff stepping up to management roles do not receive induction training in a timely way. This does not support them to have all the knowledge they need in the manager's absence. Monitoring of staff's practice does not consistently take place to help improve the quality of care and education that children receive.
- The key-person system is ineffective. Although children are allocated a key person, there has been no effective handover of information from one key person to the other. This does not ensure that children's care and learning is tailored to meet their individual needs. Staff do not undertake regular assessments of children's learning so have limited awareness of children's

current capabilities. Additionally, some parents report that they do not know what their child will learn next.

- Babies dip cars in paint. Toddlers and older children make marks on paper with crayons and pencils. However, children do not have access to a wide range of media and materials. This does not encourage their independence and self-expression in their creative play.
- Staff engage in very little purposeful conversation with children. For example, when children tell staff that 'Mummy is having a baby' they say 'How exciting'. Staff do not ask further questions to encourage children's language development. They read stories with little enthusiasm and, as such, children leave the group and find their own play. Staff do not enhance children's early literacy development well.
- Children often play in a chaotic learning environment. This is because staff do not always plan their environment and activities well. For instance, staff send babies into the toddler room to wash their hands following a painting activity. They do not consider the disruption this creates for others as toddler room staff are instructed to support babies with their hygiene needs.
- Staff work in partnership with professionals to support children with special educational needs and/or disabilities (SEND). Additional funding is used appropriately. However, referrals for some children with additional needs have not been done in a timely way. This has a significant impact on the progress children make.
- All children enjoy a healthy balanced diet of home-made food, fresh fruit, and vegetables. Staff encourage older children to scrape their plate when they have finished eating as this will be expected of them at school. However, staff are not always aware that the nursery cat attempts to lick babies' cutlery and get at their food at lunchtime. This does not support good hygiene practice.
- Staff do not consider risks to some children outdoors, such as from the sun, glassware used for drinks and unclean drink dispensers. Indoors, staff do not recognise sand to be a slipping hazard for babies and toddlers.

Safeguarding

The arrangements for safeguarding are not effective.

The nominated individual has not identified gaps in new staff's and apprentices' safeguarding knowledge. Although new staff and apprentices can name some types of abuse, such as neglect and physical, they do not have sufficient knowledge of the possible signs and symptoms. New staff and apprentices also lack knowledge about the 'Prevent' duty guidance and other safeguarding issues, such as county lines. That said, room leaders and those with lead responsibility for safeguarding have a good knowledge. They understand the action to take in the event of an allegation against a child or adult. However, staff do not always recognise hazards to children when they play indoors and outdoors to fully protect their well-being.

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 |
|---|-----------------|
| ensure staff have a good knowledge and understanding of the 'Prevent' duty guidance for England and Wales | 18/07/2022 |
| improve staff's knowledge of the possible signs and symptoms of abuse and make sure that they keep up to date with safeguarding issues | 18/07/2022 |
| implement effective induction procedures and make sure that all new staff understand their role and responsibilities | 18/07/2022 |
| put appropriate arrangements in place for the supervision of all staff and provide support, coaching and training that promote the interests of all children | 18/07/2022 |
| improve key-person arrangements and ensure information is shared between staff, so that new key persons have an accurate understanding and can meet children's individual care and learning needs | 18/07/2022 |
| take all reasonable steps to ensure children are not exposed to risks indoors and outdoors as they play | 18/07/2022 |
| ensure good health and hygiene practice is followed for all children | 18/07/2022 |
| ensure all assessments are up to date, and any identified special educational needs and/or disabilities are actioned, so that children get the additional support they need in a timely way | 19/09/2022 |
| ensure the two-year progress check is completed for all children and provide parents and/or carers with a short written summary of their child's development in the prime areas | 19/09/2022 |

| | |
|---|------------|
| ensure children's communication skills are always enhanced to help form the foundation of their language development | 19/09/2022 |
| consider the individual needs, interests, and stage of development of each child and use this information to plan challenging and enjoyable experiences for all children that support their ongoing development | 19/09/2022 |
| ensure all parents are kept up to date with their child's development to support continuity of learning at the nursery and at home. | 19/09/2022 |

Setting details

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| Unique reference number | EY309583 |
| Local authority | North Lincolnshire |
| Inspection number | 10245211 |
| 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 | 49 |
| Number of children on roll | 97 |
| Name of registered person | Wise Owl Private Day Nurseries Limited |
| Registered person unique reference number | RP525647 |
| Telephone number | 01724 330009 |
| Date of previous inspection | 6 September 2018 |

Information about this early years setting

Wise Owl Private Day Nursery Scunthorpe registered in 2005. The nursery employs 14 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, and six are unqualified. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Tucker

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.
- The manager completed a learning walk with the inspector and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the staff and 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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