

Inspection of Barton Day Nurseries Limited

Kiddiwinks Nursery, 2 Lower Lane, Liverpool, Lancashire L9 7AD

Inspection date: 24 June 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

Staff do not always properly risk assess or consider the age of children when choosing the materials used during messy play activities. Babies under one year old are given baby lotion to explore, which is subsequently eaten. This compromises the health and safety of young children.

Staff expectations of children and the learning experiences they access vary across the nursery. Toddlers and two-year-old children have a lovely experience. They access interesting activities that are tailored to meet their individual needs. For instance, toddler room children explore melting ice as they find sea creatures buried inside. Two-year-old children strengthen their small-muscle skills as they use pencils to draw different fruits. However, for babies and pre-school children learning is much more inconsistent. Not all activities are tailored to support their existing skills. Learning is not focused and does not help children to extend their knowledge further. Consequently, some babies wander around not engaged in play or learning. That said, children are happy at the nursery and behave well.

Due to the COVID-19 pandemic, parents no longer routinely enter the nursery. On the whole, children have adapted well to this. They enter eagerly and are excited to see the staff.

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

- Leaders do not ensure that all staff receive the training they need to fulfil their roles and responsibilities. For example, staff are not supported to complete effective risk assessments of activities. Consequently, children are exposed to materials that are harmful to them. Although staff receive supervision meetings and some feedback on their performance, this is not specific enough to improve their knowledge and skills further. This means there are inconsistencies in the quality of care and education that children receive across the nursery.
- Leaders have some understanding of what they want children to learn. There are clear procedures in place to monitor children's development. This helps staff to identify and address any gaps in learning. However, the implementation of the curriculum is inconsistent. Not all staff, particularly those working in the baby and pre-school rooms, consider what children already know and what they need to learn next. This prevents children from making the progress they are capable of and does not help them to remain engaged in learning.
- Staff in the pre-school room do not always consider the correct way to deliver phonics activities. For instance, on some occasions children are expected to blend sounds together before they know the sounds individually. This does not help children to be motivated about learning and hinders their early reading development. That said, two-year-old children are clearly developing a love of

books and stories. Staff read to them with excitement and enthusiasm. Children anticipate what is going to happen next in the story and giggle with delight when they are correct.

- Children are confident communicators. They are eager to talk about their experiences at nursery and the things they enjoy doing. Older children learn new words, such as 'rhombus', when identifying new and interesting shapes. Younger children copy words they are familiar with, such as 'cold' and 'dig', when supported by staff.
- Parents receive daily communication from staff about what children have been doing. However, parents do not always receive information about their child's learning and development and how this can be extended at home. This hinders continuity in care and learning for children.
- Children are developing some of the skills they need for the next stage in their learning. Very young children use cups with no lids and cutlery independently. They wash their own faces after eating and listen carefully to instructions from staff. This helps children to learn about being independent and develops their self-help skills.
- All children have lots of opportunities to develop their physical skills. Toddlers improve their balance and coordination as they carefully navigate the climbing equipment. All children have daily access to the outdoor area, where they can run, jump and explore.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not taken all reasonable steps to ensure that children's health and safety are considered during some activities. For instance, babies are allowed to play with, and subsequently ingest, materials that are unsuitable for consumption. That said, staff have a good knowledge and understanding of the signs and symptoms of abuse. They understand the procedures to follow if they have concerns about a child's welfare. Staff have a clear understanding of how to make referrals beyond the leadership team if necessary. Leaders implement robust procedures for safe recruitment to ensure all staff are suitable to work with children.

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
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implement thorough risk assessments to ensure that all risks to children are managed effectively, with particular regard to messy play materials	22/07/2022
implement effective coaching, mentoring and training to ensure all staff have the skills and knowledge to fulfil their role and improve their practice further.	05/08/2022

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

- support staff to implement the curriculum more effectively to ensure it consistently builds on what children already know and can do
- strengthen partnerships with parents to ensure they have a good understanding of what children need to learn next and how learning can be extended at home
- support staff to improve their knowledge of how to promote older children's literacy skills appropriately, with particular regard to delivering phonics activities.

Setting details

Unique reference number	EY556068
Local authority	Liverpool
Inspection number	10174733
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	99
Name of registered person	Barton Day Nurseries Limited
Registered person unique reference number	RP556067
Telephone number	0151 523 8000
Date of previous inspection	Not applicable

Information about this early years setting

Barton Day Nurseries Limited registered in 2018. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday from 7am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 manager and has taken that into account in their evaluation of the nursery.
- The manager gave the inspector a tour of the nursery and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education indoors and outdoors and evaluated the impact on children's learning.
- Discussions were held with the staff, parents and children at appropriate times throughout the inspection.
- A leadership and management meeting was held with the provider and manager. Documentation relating to the suitability of people working on the premises was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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