

# Inspection of Whiz Kids Day Nursery

60 Innovation Way, Peterborough Business Park, Lynchwood, Peterborough PE2  
6FL

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Inspection date: 16 August 2022

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## **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 safety is not assured. The provider has failed to ensure that staff carry out risk assessments to identify possible hazards. This compromises children's safety. Some children do not have access to age-appropriate activities or resources. On occasion, older children play in the baby room and have few activities or resources to ignite their interests. In addition, they sharpen pencils, leaving them in reach of babies and toddlers. Staff fail to notice that babies pick them up as they toddle around. This does not promote children's safety. Despite these weaknesses, most children are happy and enjoy the company of the staff and other children.

Children do not experience a broad and balanced curriculum. Staff do not have the skills, knowledge or resources to effectively help children to persevere and stay on task. For example, children play with flour in a tray. Staff provide very limited guidance and resources to support their learning. As a result, children become bored and throw the flour at each other. Children's individual learning needs are not met. Staff do not know their children well enough to plan purposeful activities that support children to make good progress. This means children do not receive the level of education to which they are entitled.

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

- The provider has failed to take appropriate steps to ensure children's safety. Risk assessments are inadequate. For example, children climb onto a damaged garden fence and pick up the broken parts to play with them. When hazards are identified by staff, these are not addressed promptly by those who have oversight of the nursery.
- Leaders have not implemented a robust system to ensure that all staff are aware of children's individual health requirements. When children move rooms, staff fail to share information about children's dietary needs. This compromises children's good health and welfare.
- The quality of teaching is poor. Staff fail to provide activities that are challenging and ambitious and do not support children's learning effectively to help them persevere and stay on task. They are not always clear what each child should be learning or whether it supports children's individual interests. Activities are not planned coherently so that children benefit from rich experiences that engage and excite them.
- The key-person system is ineffective. All children are allocated a key person. However, there is not an effective handover when children change from one key person to another. As a result, staff do not know children well enough. Furthermore, staff fail to set appropriate next steps to help children build on what they already know and can do. This means children do not receive care and learning that is tailored to their individual needs.

- Staff's interaction with children varies throughout the nursery. Some staff support children's communication and language well. For example, staff interact with babies, echoing back their attempts to communicate. This helps young babies with their early speech and language development. Other staff have limited engagement with children and tend to watch them play rather than interact and support their learning. This means some children do not make good progress.
- Staff do not support children to be motivated to learn and do not provide sufficient resources for them to extend their play. For example, staff add a bowl of water to children's outdoor play. Children use this to add to mud as they make a 'birthday cake' for the ants they have discovered. Due to the lack of resources, children use twigs to try and stir their cake mixture. When these snap, they lose interest, tip their mixture on the floor and leave the activity.
- Leaders fail to monitor staff's interaction with children. Weaknesses in teaching are not identified as staff do not have regular, individual supervision. This means they do not receive sufficient training, support and coaching to develop their practice. As a result, the quality of teaching is poor, and the children do not benefit from meaningful learning experiences.
- Leadership and management are poor and not enough is done to ensure that children have a good early years experience that helps them be prepared for the future. The nursery is not managed effectively, and this contributes substantially to the inadequate judgement.

## Safeguarding

The arrangements for safeguarding are not effective.

Risk assessments are not effective to ensure that all hazards are identified. Staff do not provide a clean environment for all children. Play areas are dirty with old and broken resources. This compromises children's safety and well-being. Despite these weaknesses, leaders use appropriate procedures to ensure that those working with children are suitable to do so. Leaders and staff know the signs and symptoms that may indicate that a child is at risk of harm or abuse. They have an appropriate knowledge of wider safeguarding concerns, such as female genital mutilation.

## 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 that risk assessments are carried out to identify hazards to children and that these are actioned	02/09/2022

ensure that children's dietary requirements are met	02/09/2022
implement an effective key-person system to meet the individual needs of children	02/09/2022
ensure staff receive effective supervision which provides support and coaching to improve their practice in supporting children to build on what they already know and can do	16/09/2022
implement a challenging and ambitious curriculum for all children that considers their individual needs, interests and stage of development and promotes their learning to a good level	16/12/2022
ensure that an accurate understanding of each child's level of achievement, interests and learning styles is obtained, and use the information to plan learning experiences that are tailored to meet each child's needs.	16/12/2022

## Setting details

<b>Unique reference number</b>	EY474203
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	10248004
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	124
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Whiz Kids Lynchwood Ltd
<b>Registered person unique reference number</b>	RP533413
<b>Telephone number</b>	01733361290
<b>Date of previous inspection</b>	22 January 2018

## Information about this early years setting

Whiz Kids Day Nursery registered in 2013. The nursery employs 13 members of staff. Of these, 10 members of staff hold appropriate early years qualifications from level 2 and above, including one who has qualified teacher status. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Shelly McDougall

## 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.
- A member of staff and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning. Children spoke to the inspector during the inspection and observed the interactions between staff and children.
- Staff talked to the inspector at appropriate times during the inspection and she took account of their views.
- The inspector spoke with the provider about the leadership and management of the setting.
- Children spoke to the inspector during the inspection and observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection 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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