

# Inspection of Explorers At Hadnall

Hadnall Village Hall, Shrewsbury Road, Hadnall, Shrewsbury, Shropshire SY4 4AG

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Inspection date: 26 August 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children are not safe in the nursery. Hazards in the environment are not identified and removed. This inspection was carried out during the school holidays. During these times, staff do not plan for children's individual learning needs. No key persons are allocated to the children and staff are not aware of what children know and need to learn next. Activities are not matched to children's learning so some children move away as they do not know what is expected of them. Children with special educational needs and/or disabilities (SEND) spend long periods without staff interaction. This does not support their emotional well-being, help to build their confidence or help to close any gaps in their learning.

The care provided for older children has an adverse effect on the care of children receiving early years provision. For example, staff fail to recognise children who need support during activities. They do not give younger children the opportunity to answer questions or provide their views or opinions during activities and group times. This does not support their language and thinking skills or help children to develop a positive attitude towards learning.

Children are polite and use good manners. They have daily opportunities for fresh air and exercise. They enjoy regular walks in the community, particularly to the local park, where they run around happily with their friends.

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

- Leaders describe what they want children to learn during their time at the nursery. However, they have not ensured that the curriculum is implemented effectively by staff to support children's progress in the seven areas of learning. Children with SEND do not receive the support they need.
- Leaders do not ensure that children have a key person allocated to them. They have not identified that staff are unaware of children's next steps in learning and so are unable to support children's learning. This does not enable children to make the progress they are capable of or prepare them for their next stage of learning, including their future move on to school.
- Leaders do not consistently monitor children's progress. They have not identified the ineffective assessment and planning processes. Consequently, activities are not planned to match children's learning needs.
- Arrangements to monitor, supervise and provide effective training to address poor quality teaching are not in place. Leaders do not help staff to strengthen their skills and provide consistently good teaching for all children.
- Risk assessment is inadequate. The provider does not ensure that the premises and equipment are safe. For example, one of the doors in the main room is faulty and does not close. This provides access to a flight of stairs which leads to

the fire exit door. Again, this door is easily opened and leads onto a busy car park, which leads to a main road. Additionally, there is a cupboard at the bottom of the fire exit, where flammable hazardous substances are stored. Leaders do not put measures in place to prevent a recurrence of accidents, in particular, relating to accidents on the stairs.

- Although the staff provide some planned activities for children, these are not linked to children's learning needs. Additionally, interactions between some staff and children are poor. Too often they do not engage children in conversation or extend children's learning as they play. Discussions and interactions are predominately geared towards the older children who attend. This results in younger children wandering around without purpose. For example, a child draws a picture next to a member of staff who is having discussions with older children. There is no interaction with the younger child. The child eventually taps the member of staff to gain their attention and points to their drawing, putting names to the marks they have made. The member of staff repeats what the child has said and then turns back to the other children. The younger child moves away. This does not support their language development or promote their self-esteem.
- Staff manage behaviour well. They remind children not to run in the nursery and to use their manners.
- Parents say their children enjoy attending the nursery and that the staff are kind and caring.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure that effective risk assessments are carried out to identify and remove hazards on the premises. For example, a faulty exit door poses a risk of children leaving the premises unnoticed. There are hazardous, flammable substances stored in the cupboard located next to the wooden staircase. This staircase is a designated fire exit. Leaders do not ensure that steps are put in place to prevent the recurrence of accidents. As a result, children are not safe. However, staff and leaders are able to describe the possible signs and symptoms of abuse and neglect and what action they need to take in the event of a concern about a child in their care.

## 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:**

	<b>Due date</b>
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ensure risk assessments are carried out to assess and remove or minimise any risks to children	09/09/2022
ensure the premises and equipment used for the purpose of childcare are safe and suitable.	09/09/2022

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

	<b>Due date</b>
ensure support for children with special educational needs and/or disabilities is provided to ensure they receive the help they need, to enable them to make the progress of which they are capable	09/09/2022
ensure each child, including those with special educational needs and/or disabilities, has an identified key person who is fully aware of and can meet their individual care and learning needs at all times	09/09/2022
provide staff with training, support and coaching to enable them to carry out their roles and responsibilities	09/09/2022
ensure that the curriculum is implemented effectively to build on what children know and can do and to meet their individual needs, so all children benefit from experiences that help them to make good progress	09/09/2022
ensure that the presence of older children does not impact on the learning and development of younger ones	09/09/2022
provide support for staff to help them to accurately identify all children's next steps and provide experiences and activities matched precisely to their individual learning and development needs	09/09/2022

provide support to staff to enable them to raise the quality of their interactions with children and improve their teaching skills.	09/09/2022
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## Setting details

<b>Unique reference number</b>	2523740
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	10208183
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 7
<b>Total number of places</b>	25
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Explorers Childcare Ltd
<b>Registered person unique reference number</b>	RP536757
<b>Telephone number</b>	01939211711
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Explorers at Hadnall registered in 2019. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at level 3 to level 6, including one who holds early years practitioner status. The nursery opens from 7.30am until 6pm and provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Karen Laycock

## 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 provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what she wanted the children to learn at the nursery. The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the director, manager, general manager and staff throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and viewed evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences in the nursery.

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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