

# Inspection of Windsor Road Day Nursery

13 Windsor Road, Newton Heath, MANCHESTER M40 1QQ

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Inspection date: 9 September 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

Outstanding

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

### The provision is inadequate

The setting has undergone a lot of changes to leadership and staffing. As a result, standards have declined since the last inspection. The nominated individual does not provide enough oversight, support and guidance to staff. As a result, there are breaches to requirements that have a significant impact on children's health, safety and learning. On the day of the inspection, there were not enough staff present early in the morning to keep children safe and to ensure their care and learning needs are met. New children are anxious as they enter and do not get the time and attention they need from the staff because they are too busy with other tasks. This does not help children to be ready to learn and does not help them to develop their confidence and self-esteem.

A lot of the time staff fail to engage with children appropriately to help them develop their speaking skills and to strengthen their social skills. This means children quickly become bored and quickly disengage from activities. This, in turn, has a negative impact on their behaviour. For example, children stand on toys and bang them on pieces of furniture. Staff do not consistently remind children to say please and thank you and do not consistently model this themselves when they speak to children. As a result, children, are not supported to develop a high level of respect for others.

Leaders are aware that some children have had limited experiences during the COVID-19 pandemic. Some steps have been taken to address this. For example, longer and more frequent settling-in sessions were implemented. While these were successful during the pandemic, the more recent changes to staffing mean that these are no longer as successful for all children.

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

- The provider and staff do not take all necessary steps to minimise risks to children. This has led to an unfortunate incident where a child has suffered a significant injury. In addition, despite a risk assessment of the premises being carried out on the day of the inspection, staff fail to notice that in the children's bathroom there is a basket of toiletries and an open plastic wrapper within easy reach of the children. These failings place children at further risk of harm.
- There are insufficient staff on the premises to meet the needs of the children. As a result, the environment quickly becomes disorganised and, at times, chaotic. These significant weaknesses do not support children's learning or their emotional well-being. For example, children who are new to the setting and need reassurance from the staff do not get the time and attention they need. This is because staff are busy with other tasks, such as preparing breakfast and answering the phone. In addition, staff leave the room for periods of time. This

means that, at times, only one member of staff is present with all the children. The more well-established children do demonstrate they feel secure, as they happily enter the setting. However, the lack of interactions from staff means that some children engage in less meaningful play or seek attention from the inspector.

- Not all staff have a secure understanding of the signs and symptoms of abuse or what to do should they have concerns about a colleague's conduct. While leaders have requested staff read the safeguarding policy and procedure, they have not checked that staff have understood their individual roles and responsibilities. Additionally, they have not provided staff with adequate training to address any gaps in their knowledge. This places children at risk of harm.
- Children's hygiene, independence and self-help skills are not consistently supported. Children do not always have access to toilet roll. When they do, this is placed on the back of the toilet and is difficult for children to reach. As a result, children leave the bathroom having not tended to their own personal hygiene needs. Also, children leave the bathroom without washing their hands. This demonstrates that they are not gaining a good awareness of personal hygiene routines to support their good health.
- The key-person system is weak. Some children have had many different key staff due to staff shortages and staff changes at the setting. As a result, staff do not know enough about children to support their ongoing learning and development. For example, communication between the former and current key person is weak. Staff do not exchange vital information, such as where children are up to in their development and what they need to learn next. In addition, information about the new key person has not been communicated to parents. This means they do not know who to go to should they have any concerns about their child and to build positive relationships that support children's ongoing learning and development. This means that children are not supported to make the best possible progress.
- Interactions between staff and the children are weak, particularly in support of children's communication and language. Staff are not skilled enough to provide appropriate extension for more-able children. For example, in the main, staff ask closed questions that only allow children to give a 'yes' or 'no' answer. Staff fail to seize opportunities to build on children's ideas. For example, when children are describing a doll's hair as 'fluffy', staff reply with 'oh yes'. Furthermore, staff do not encourage children to remove their dummies when speaking. This does not support children to develop their speaking and vocabulary.
- Children are not provided with a curriculum which meets their learning needs. While some children enjoy planned sessions, such as story time and singing, some children do not. Planned activities are not implemented well enough to build on what children already know and can do. For example, staff do not always engage in meaningful interactions with children, and, at times, children often wander off. Staff place more emphasis on the activity rather than what they want children to learn. This means some children quickly lose interest. Children are not supported to make the progress they are capable of. Furthermore, they are not gaining the knowledge and skills they need in readiness for their future learning.

- While leaders take time to support the well-being of staff and provide some relevant training opportunities, not enough is done to support staff to develop their individual practice and become highly skilled practitioners. This lack of oversight has led to the weaknesses in the quality of interactions with the children and gaps in their safeguarding knowledge going unnoticed.
- Children are encouraged to lead a healthy lifestyle and be physically active. They have access to a safe and stimulating outdoor area and are encouraged by staff to maintain their good oral health.
- Children with special educational needs and/or disabilities (SEND) get the support they need. Funding for children with SEND is used well to provide targeted support. For example, children identified as needing one-to-one support receive targeted intervention and support in their learning from a designated member of staff. Parents comment that they feel their children get the support they need and that they can see the progress they have made from their starting points.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff do not implement the setting's risk assessment procedures robustly enough. This leaves children exposed to undue risks and has resulted in a child being involved in a serious accident. In addition, certain items, such as deodorant, air freshener and an open plastic wrapper, have been left by the staff within easy reach of the children. Although staff are encouraged to read the setting's safeguarding policy and procedure, leaders do not check that all staff have understood this so they can identify and act on any possible risks to children. These weaknesses place children at significant risk of harm and compromise their health, safety and well-being. Leaders are trained in the role of designated safeguarding lead. They understand their safeguarding roles and responsibilities and demonstrate they would act accordingly should they have a concern about a child. Recruitment and vetting procedures are robust. Most staff hold a valid paediatric first-aid qualification.

## 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 risks to children are identified and swift action is taken to minimise and remove these to keep children safe	16/09/2022

ensure all staff have a thorough understanding of the setting's safeguarding policy and procedure so that they understand the signs and symptoms of abuse and know what action to take should they have concerns about a child or the conduct of a colleague	16/09/2022
ensure that there are enough staff working directly with the children to provide adequate supervision and meet the safety, care and learning needs of all children	16/09/2022
ensure that children can easily access toilet roll in the bathroom and consistently encourage them to wash their hands so they are able to maintain their own personal hygiene needs	16/09/2022
support staff to develop the skills and knowledge needed to promote children's communication and language skills effectively	30/09/2022
implement an effective key-person system that supports the needs of all children and encourages positive relationships with parents and staff	16/09/2022
ensure effective provider oversight and provide more robust coaching and supervision to help staff fulfil the responsibilities of their roles, improve their practice and strengthen their teaching skills.	30/09/2022

## Setting details

<b>Unique reference number</b>	EY463038
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10252745
<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 11
<b>Total number of places</b>	34
<b>Number of children on roll</b>	0
<b>Name of registered person</b>	Johnson Day Care Ltd
<b>Registered person unique reference number</b>	RP906000
<b>Telephone number</b>	0161 683 4899
<b>Date of previous inspection</b>	3 January 2018

## Information about this early years setting

Windsor Road Day Nursery registered in 2013. The nursery is based in the Newton Heath area of Manchester. The nursery employs 12 members of childcare staff, of whom 12 hold a relevant qualification at level 2 or above. The nursery opens Monday to Friday, from 7.30am until 6pm, for 51 weeks of the year. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Donna Birch

## 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 this into account in their evaluation of the setting.
- We carried out this inspection as a result of the risk assessment, following information we received about the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector spoke to the staff throughout the inspection.
- The nominated individual spoke to the inspector about the leadership and management of the setting. During the meeting the inspector looked at relevant documents.
- The inspector observed interactions between the staff and the children and completed a joint observation of an activity with the deputy manager.
- The inspector spoke to parents 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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