

# Inspection of Hyde Woodland Day Nursery

Gordon House, Gordon Street, HYDE, Cheshire SK14 1PL

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Inspection date: 28 July 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

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, welfare and education are compromised. Management have failed to act on a concern raised by a parent regarding the care and safety of their child in a timely manner. This places children at risk of harm. In addition, checks have not been completed as required to swiftly identify and act on any signs that a child may be at risk of falling behind. Nevertheless, children appear happy and settled. They play cooperatively with other children and form strong friendships. Staff have high expectations for most children's learning. They provide a broad curriculum that supports some children to make good progress, including those with special educational needs and/or disabilities (SEND).

Children quickly become engaged in activities of their choice. Children understand the routines and boundaries within the setting. For example, children line up to go to the dining room and they all count together how many children are going. Staff gently remind children to walk quietly indoors, as young children are sleeping. This helps children to feel safe. Children behave well. They share, take turns and enjoy teamwork. For example, they sit excitedly as they work together to recall the facts they have learned about squid and octopus. They confidently share their answers with the group, recalling on what they have previously learned. This helps to build their confidence, communication and literacy skills.

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

- The management team does not have a secure knowledge of safeguarding procedures and practice. The procedures around managing allegations against staff are not securely understood, or followed, by the designated safeguarding leads or the staff. This is despite having completed relevant safeguarding training. Leaders and staff do, however, understand some safeguarding issues, such as the 'Prevent' duty and symptoms of abuse and neglect.
- Children behave well. Staff respond to children's natural curiosities, engaging them in quality interactions and modelling new vocabulary. Children have positive outlooks towards learning because adults plan from their interests.
- Overall, babies engage with, and enjoy, activities that staff provide. They join in with action and rhyming songs and shake instruments to hear different sounds. Babies are developing their independence. For example, they eagerly tidy up the resources when staff announce it is snack time. Staff manage the personal care needs of babies effectively.
- Children are happy to join in with the activities on offer and make progress in their learning. Activities for older children support them in developing an understanding of the world they live in. For example, children learn the difference between a squid and an octopus. They learn where in the world they live. Children are challenged to recall their learning throughout the day. Staff ask

a range of challenging questions to check children's understanding.

- Children eat healthy home-cooked meals and snacks. Older children help to chop the vegetables for their lunch. Children demonstrate effective skills to use cutlery and pour their own drinks. This helps to support their developing independence skills.
- Staff plan a variety of opportunities to promote children's physical development. Children spend a great deal of time outdoors. For example, they race each other up and down the hills. They balance and climb on the obstacle course. Children take turns as they throw the ball to each other, calling out their friends' names as they play. As a result, children demonstrate excellent physical skills while enjoying the fresh air.
- Staff work in partnership with professionals to support children with SEND. However, referrals for some children with emerging needs have not been done in a timely way, due to the progress check at age two not being completed. This has a significant impact on the overall progress children make and results in them falling behind and not being fully prepared for school.
- Parents speak highly of staff and say they are very supportive of their children and family. Parents comment that staff keep them well informed about their children's day and overall progress. They value the ideas staff provide for activities to do with their children at home, to support their development.

## Safeguarding

The arrangements for safeguarding are not effective.

Management have failed to ensure they and their staff know what to do if an allegation is made against a member of staff, resulting in a failure to follow the correct procedures. This places children at risk of harm. The majority of staff have a good understanding of most of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if they have a child protection concern about a child. All staff complete regular safeguarding training, however, this has not secured the knowledge and understanding of all procedures to follow. Staff supervise children well at all times. They carry out regular risk assessments and checks of the premises to ensure the environment is safe for children to play in.

## 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:**

	<b>Due date</b>
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ensure staff understand how to implement the safeguarding policy, so that any concerns about a child's welfare are reported promptly to external agencies	25/08/2022
ensure the progress check at age two 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.	25/08/2022

## Setting details

<b>Unique reference number</b>	EY483526
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10236550
<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 4
<b>Total number of places</b>	110
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Kids Zone Hyde Limited
<b>Registered person unique reference number</b>	RP534137
<b>Telephone number</b>	0161 351 9888
<b>Date of previous inspection</b>	4 August 2016

## Information about this early years setting

Hyde Woodland Day Nursery registered in 2014. The nursery employs 19 members of childcare staff. Of these, one holds early years professional status, 12 hold appropriate early years qualifications at level 3 or above, two hold a level 2 and two members of staff are unqualified. The nursery opens from 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

Jason Holmes

## 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 managers and the inspector completed a learning walk around the setting, to determine the organisation and planning of activities.
- The inspector observed the interactions between staff and children as they engaged in activities.
- Discussions were held with leaders, staff, parents and children at appropriate times throughout the inspection.

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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