

Inspection of Dysart Nursery

1 Dysart Avenue, Cosham, Portsmouth, Hampshire PO6 2LY

Inspection date:

7 September 2022

Overall effectiveness

Inadequate

The quality of education

Good

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

Leaders' and staff's weak knowledge of safeguarding puts children significantly at risk from harm. Leaders are not rigorous in ensuring staff suitability during the recruitment process. In addition, staff lack knowledge on a variety of safeguarding issues, such as extremism, which does not ensure children's safety.

However, despite the weaknesses in safeguarding, children behave well. They are confident and join in with their peers in a variety of different games. Children are confident in expressing themselves both non verbally and verbally. They eagerly share their thoughts, feelings and views with others. For example, children chat about a recent thunderstorm over snack.

Children enjoy being creative and getting messy as they explore different art materials, such as paint and chalk. Children make good progress in their learning and development. They are curious and keen to learn. They enjoy challenging themselves and taking on risks. For example, older children take turns walking across balance beams. They are delighted when they succeed at getting to the end without falling off. Children learn new vocabulary quickly. Staff skilfully model language back to children so they can hear the correct pronunciation of words. For example, staff model the words 'yellow' and 'blue' when discussing colours.

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

- Leaders and managers have not identified and addressed weaknesses in staff's safeguarding knowledge. They do not ensure that staff have developed a good understanding of a broad range of safeguarding issues despite the recent training they have completed. Leaders and managers do not ensure that all staff, including themselves, continue to be up to date in their safeguarding knowledge.
- Leaders do not ensure that there is access to children's emergency contact details at all times. Staff are unable to meet children's needs in the event of an emergency, such as if they require medication due to feeling unwell.
- Staff have a good understanding of the curriculum and what they want children to learn. Within the curriculum, there is a large focus on personal, social and emotional development. This means that children are well supported as they develop their confidence and emotional well-being.
- Children's next steps in learning are tailored to each child. This then informs the daily plans and curriculum to support children's learning and development. Staff work with parents to decide on these next steps together. This means that children experience a consistent approach and enables parents to continue their learning at home.
- Children with special educational needs and/or disabilities are supported well by

staff. They show excellent knowledge about children and their needs. Staff work well with other agencies to provide children and families with the care they need. For example, staff have learned how to carry out physiotherapy to meet the needs of individual children.

- Staff feel well supported by managers and leaders. They comment on how much managers and leaders care for their well-being. This helps to create a positive working environment.
- Parents talk positively about the nursery. They comment on how supportive staff are and the good progress children make in their learning and development. Parents explain how staff helped during developmental milestones, such as toilet training. This helps children to make good progress in their learning and development.
- Children are encouraged to be independent from a young age. Younger children start to learn how to clean up after a messy activity. For example, they use a wet wipe to clean paint from their face. Older children independently access snack. They use a knife to spread butter skilfully onto a cracker. This helps children to gain the skills they need for the future.
- Children learn to value and respect each other. For example, staff help to develop children's knowledge of the world around them by celebrating festivals that are of importance to children. Children enjoy taking part in a party for Eid. Staff also ask parents for familiar words in children's first language to support communication when they speak English as an additional language.
- Leaders comment on the negative impact of the COVID-19 pandemic on the setting. They explain that this has had a particular impact on recruitment as they are finding it hard to recruit qualified members of staff.

Safeguarding

The arrangements for safeguarding are not effective.

Staff demonstrate poor knowledge and understanding of a variety of safeguarding aspects. Staff are not clear on which external agencies to report concerns about children to. Staff are not aware of issues such as radicalisation. They do not demonstrate a secure knowledge of the 'Prevent' duty guidance. Staff do not show a good understanding of aspects such as county lines. There is not a rigorous recruitment process in place. Leaders do not show a secure understanding of how to ensure staff suitability before they start at the nursery. Leaders do not have a secure knowledge of the local safeguarding partners' processes to follow in the event of an allegation against a member of staff. However, staff are aware of the basic signs and symptoms that may indicate that a child is at risk from harm.

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:

	Due date
improve leaders' safeguarding knowledge and understanding, particularly in relation to the local safeguarding partner processes to follow when there are allegations against staff	22/09/2022
identify and address weaknesses in staff safeguarding knowledge to ensure all staff have a thorough understanding of the provider's safeguarding policy and have up-to-date safeguarding knowledge, including knowledge of radicalisation and the 'Prevent' duty guidance	22/09/2022
ensure there is a rigorous recruitment process in place to establish the suitability of staff	22/09/2022
ensure that all required records relating to the running of the setting are readily available and accessible to ensure all children's needs are met.	22/09/2022

Setting details

Unique reference number	EY217738
Local authority	Portsmouth
Inspection number	10252855
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	43
Number of children on roll	54
Name of registered person	Mcminn, Samia Nasr
Registered person unique reference number	RP513223
Telephone number	02392 327244
Date of previous inspection	10 April 2019

Information about this early years setting

Dysart Nursery opened in 2002 and is located in the Cosham area of Portsmouth. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. There are 16 members of staff employed to work directly with the children, including the owner. Of these, 12 are qualified at level 2 or above. The nursery receives funding to provide free early education for children aged three and four years.

Information about this inspection

Inspector

Natasha Jarvis

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.
- The acting manager explained the curriculum intentions to the inspector during a learning walk.
- The inspector took part in discussions with the leadership team and staff during the inspection.
- The acting manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents, including recruitment files.

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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