

Inspection of Welcome Nurseries @ Greetlands (registration until: 04 Nov 2022)

The Old School, Green Lane, Greetland, Halifax HX4 8DB

Inspection date: 6 October 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Despite weaknesses in the delivery of the curriculum and safeguarding, staff have created a welcoming environment for most children. Children behave well. They learn to share and take turns. Babies are cared for by staff who have a warm approach towards meeting their caring needs. They confidently seek out familiar members of staff to sit with for reassurance. Children aged two to three years paint their hands to make handprints. Older children take part in singing songs and nursery rhymes. They develop a basic understanding of books through regular story times.

Children develop independence skills. For example, older children wash their own hands and use the toilet independently. Babies learn to feed themselves. Children enjoy nutritious, home-cooked meals, which helps to support them to make healthy choices. Children spend time outdoors. They enjoy practising their developing physical skills by riding on wheeled toys, running around cones and swinging from a pole. Younger children take part in parachute games.

Children learn about their own families and the local diverse community. They show the family boxes they have made at home to their friends and staff with pride. Older children receive constant encouragement and praise when they attempt to do things for themselves.

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

- Staff observe and assess children to identify what they need to learn next. However, they do not plan a curriculum for all children that is based around children's interests and preferences. At times, staff do not challenge children's thinking. This results in children not being able to explore ideas and extend their own learning. Children become disengaged and do not sustain high levels of interest in the chosen activity. This means children do not make good enough progress.
- Staff do not provide stimulating activities that help children to develop well in all areas of learning. In the toddler room, staff generally pay attention to more vocal children, leaving some children to play alone without much adult interaction. These children wander around the room looking for things to do, and this leads to some of them being upset. This does not support the development of younger children's education or their emotional security.
- Children are developing their confidence. Older children happily talk to their peers. However, staff miss opportunities to develop younger children's language skills. For example, children use dummies, and staff use slang words to address children in their daily routines.
- Children with special educational needs and/or disabilities are supported. Staff

recognise the importance of working with parents and other professionals. They follow the relevant plans that help children to settle and make some progress in their development. Children particularly like water play and the calming environment of the sensory room.

- Staff work well with parents to find out children's interests from home. Parents know who their child's key person is. Parents speak highly of the nursery and praise the staff for the support they give their children when they start. When children move rooms, the change is managed effectively. Partnerships with local schools are well developed. This helps older children to be emotionally ready for the move to school.
- The manager has recently stopped working in the rooms so she can concentrate on improving staff practice. Arrangements to support staff in their professional development are in place. Staff can request training, and the manager ensures that all mandatory training is refreshed. The manager monitors staff regularly and observes them in their role to ensure they have a manageable workload. Staff well-being is a high priority.

Safeguarding

The arrangements for safeguarding are not effective.

Although staff have attended training, they cannot identify the types of abuse and do not know the procedures to follow to report concerns about a child in their care. Staff do not know what to do if they have concerns about a colleague. Furthermore, they are not up to date with current children protection legislation. The manager ensures that all staff hold a current paediatric first-aid certificate. Risk assessments are completed to ensure that all areas used by children are safe.

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 all staff increase their safeguarding knowledge to ensure that the signs of possible abuse and neglect are recognised at the earliest opportunity and responded to in a timely and appropriate way	06/12/2022
ensure all staff develop a greater understanding of the safeguarding policy by increasing their knowledge about what to do if an allegation is made against a member of staff	06/12/2022

ensure all staff have up-to-date knowledge of the wider issues of child protection to keep children safe from harm	06/12/2022
ensure that all staff use their assessments of children's development to plan suitably challenging activities to enable children to explore ideas and extend their learning experiences	06/03/2023
improve staff interactions with children to better challenge children's thinking and support their emotional development.	06/03/2023

To further improve the quality of the early years provision, the provider should:

- ensure staff provide effective opportunities to develop young children's language skills.

Setting details

Unique reference number	2626079
Local authority	Calderdale
Inspection number	10257654
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	0 to 4
Total number of places	72
Number of children on roll	67
Name of registered person	Welcome Nurseries Ltd
Registered person unique reference number	2576357
Telephone number	01422370888
Date of previous inspection	Not applicable

Information about this early years setting

Welcome Nurseries @ Greetlands registered in 2021. The nursery employs sixteen members of childcare staff, all of whom hold appropriate early years qualifications. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

Information about this inspection

Inspector

Ruth Moore

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn next.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents, including evidence of staff suitability and training.
- The inspector spoke with staff and children during the inspection.
- The manager and the inspector carried out a joint observation outdoors.
- The inspector spoke to a number of 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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