

# Inspection of Playroom Day Nursery

Playroom Day Nursery, Unit 6A, Sneckyeat Road Industrial Estate, Whitehaven,  
Cumbria CA28 8PF

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Inspection date: 5 October 2022

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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	Good

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

### **The provision is inadequate**

The management team and staff fail to ensure that children are adequately safeguarded. Safeguarding policies and procedures are not implemented effectively. This compromises children's safety and well-being. The management team and staff do not have a comprehensive understanding of how and who to raise concerns to. Therefore, they have failed to meet some of the requirements in the 'Statutory framework for the early years foundation stage'. The management team has failed to notify Ofsted of a significant incident which occurred to a child while in the care of the setting. This is a breach of legal requirements. In addition, the team has failed to notify the local child protection agencies of this serious accident.

The quality and effectiveness of education at this provision are inadequate. Children are not receiving a good enough level of support to promote their learning. There are times when staff sit one on one with children and provide activities which are way above their level of development. During these times, other children in the room have no engagement or interaction from any member of staff. Children wander aimlessly around the room and sometimes their behaviour deteriorates. As a result, children are not making the progress they are capable of.

Despite the weaknesses in safeguarding and the quality of education, children demonstrate that they are happy and feel settled at this setting. They are confident to leave their parents to start the day. Staff show a warm and nurturing welcome to every child on arrival. Children of mixed ages play alongside each other and enjoy each other's company. This helps promote their social skills.

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

- The provider does not have clear oversight of the setting. The failure to ensure that the provision is meeting the requirements of the statutory framework has led to significant weaknesses in its operation. The provider is clear on the curriculum intent for each age group across the setting. However, these aims are not clearly understood by the manager and some members of the staff team. This results in some activities being aimed too high for some children, and which do not build on what children already know and can do or support their next steps effectively.
- Although staff work well together, supervision is poor in identifying and addressing weaknesses in the quality of teaching and the lack of safeguarding knowledge. This means that gaps in some staff's knowledge and understanding are not identified or acted upon. As a result, some staff are not getting enough support to help them improve their teaching skills and practice, and children's learning and safety are compromised.

- The quality of teaching is inconsistent. At times, children receive little or no interaction or support. For instance, while staff are engaged in one-to-one activities, other children are left to their own devices with no interaction or learning taking place. This has an impact on children's behaviour. That said, staff constantly praise children for their efforts, boosting their self-esteem and confidence.
- Overall, staff provide a welcoming environment. Risk assessments ensure that children access a safe, well-appointed and well-resourced room. The outdoor play area is spacious and well organised to enable children to move around freely. Staff check all areas before children arrive, to ensure they cannot access any potential hazards. If accidents occur, all hold current paediatric first-aid certificates. They accurately record all accidents and incidents, and notify parents on collection.
- Staff encourage healthy eating, and hygiene practices are promoted well with children. Children enjoy a healthy, freshly prepared home-made meal. They enjoy the experience of sitting together to eat their meals supported by staff, who sit with them. However, despite this being something identified as part of the curriculum intent, staff sometimes forget to remind children to use manners or give them opportunities to be more independent in their self-help skills. Therefore, not all children are ready for their move to school.
- Partnerships with parents are established. Staff implement a doorstep drop off and collection where they meet and greet parents with a friendly smile. Staff check that children have not been in contact with anyone with COVID-19 and are not displaying any symptoms. This risk assessment helps to ensure the prevention of cross-infection so that children and staff remain well. Staff provide basic information about each child's day, including the activities they have taken part in and what they have eaten. However, they do not always share children's next steps with parents, and this impacts on how well parents can support their child's learning at home.

## Safeguarding

The arrangements for safeguarding are not effective.

Members of the management team do not fulfil their responsibilities to ensure all staff complete refresher training, or training in other safeguarding areas, such as 'Prevent' duty. This means that staff do not have the knowledge that they need to follow the safeguarding procedures for reporting concerns about children's welfare. This impacts on children's safety and well-being. Although the management team and staff have an appropriate safeguarding policy and procedure in place, they have failed to implement this. This has put children at risk. Members of the management team have failed to notify Ofsted about a significant incident in the required timeframe. They are not sure of their duty to refer safeguarding concerns to the local child protection agencies or to seek their advice. In addition, staff do not follow their absence policy to contact parents if children do not arrive when expected.

## 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>
ensure the designated safeguarding leads improve their knowledge and understanding of child protection, including allegation management and 'Prevent' duty guidance, in order to provide support, advice and guidance to other staff	02/11/2022
improve professional development to enable staff to improve their teaching skills and understanding of the curriculum, and how to provide appropriate learning experiences that successfully meet all children's individual needs and next steps in their learning	02/11/2022
monitor the quality of education closely and provide more tailored support and coaching for staff, to improve their teaching skills and to ensure that they offer quality learning experiences for all children	02/11/2022
ensure that all parents are updated with children's learning and development, to enable them to continue to support their children's learning at home.	02/11/2022

## Setting details

<b>Unique reference number</b>	EY437625
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10257670
<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>	2 to 3
<b>Total number of places</b>	38
<b>Number of children on roll</b>	34
<b>Name of registered person</b>	Charlotte Wood and Margaret Wood Partnership
<b>Registered person unique reference number</b>	RP904152
<b>Telephone number</b>	01946591119
<b>Date of previous inspection</b>	13 April 2017

## Information about this early years setting

Playroom Day Nursery registered in 2011 and is situated in Whitehaven, Cumbria. The nursery employs eight members of childcare staff, all of whom hold appropriate qualifications from level 2 to level 5. The manager holds qualified teacher status. The nursery opens Monday to Friday, all year round, from 7am until 6pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Carys Millican

## 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager, provider and inspector completed the learning walk during the inspection of all areas of the nursery, and discussed the early years curriculum.
- The inspector spoke with staff and children during the inspection.
- The inspector carried out joint observations of a number of activities with the provider.
- The inspector observed the interactions between staff and children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to 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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