

# Inspection of Fairy Tales Day Nursery

36 Chesterfield Road, Barlborough, Chesterfield, Derbyshire S43 4TT

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Inspection date: 10 October 2022

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## **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

Children are cared for by staff whose suitability to work with children has not been fully checked. This could potentially impact negatively on children's safety and welfare. That said, children develop positive relationships with staff. Babies go to staff for comfort when they become upset. Older children snuggle in as they sit at the side of staff to listen to stories. They show that they feel emotionally secure in staff's care. In the nursery garden, children show excitement to explore and investigate. Younger children laugh as they splash in water. They show good balance and coordination as they climb steps and go down slides. Staff stand close by and react quickly as children offer their hand for support when they feel unsteady.

Staff know the children well. They encourage them to persevere at activities, such as when babies are shown how to build blocks on top of each other. Babies attempt to copy staff and smile when the blocks fall back down. Staff say, 'you do it', encouraging them to try again. Older children show their imaginative skills as they pretend to make volcanoes in the sand. They play cooperatively with their friends and share the equipment they use. The manager spends additional funding effectively to meet the needs of individual children. For example, new resources have been purchased for the role-play area, such as dolls and play food, to support their interest in pretend play.

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

- The provider does not consistently follow safer recruitment procedures to ensure robust checks are carried out for staff who start to work at the nursery. For example, references and Disclosure and Barring Service checks have not been obtained for some staff. This means that the suitability of these staff members cannot be assured and potentially compromises children's future safety.
- Furthermore, the provider does not keep clear records regarding the suitability checks that have been carried out for other staff members. For example, a record of the date the Disclosure and Barring Service check was received and the person who obtained it is not in place. Although this does not impact negatively on children's safety, it is a breach of legal requirements.
- The manager and staff place a strong focus on supporting children's communication and language skills. Staff sing nursery rhymes with children. Babies copy staff as they make animal sounds, which supports their early understanding and speaking skills. Older children learn new words to extend their vocabulary, such as the names of different dinosaurs.
- Staff support older children to develop an understanding of mathematics. For example, as children add porridge oats to water, staff encourage them to talk about the different-sized bowls they use. However, two- and three-year-old

children are not always challenged to further their knowledge of numbers and counting. For example, as staff support children to count they do not encourage them to count numbers beyond those they already know and understand.

- Staff provide opportunities for children to develop a love of books and stories. Books that are offered are age-appropriate, such as board books for babies. Older children are encouraged to recall familiar fairy tale stories. For example, children remember the bowl of porridge was too hot.
- Staff consistently encourage children to be polite and to use good manners. For example, staff remind older children to say please when they ask for water to play with. Younger children say thank you when they receive paper from staff. Staff praise children's achievements. For instance, they clap their hands as children go down the slide on their own. This helps to raise children's self-esteem and confidence.
- Children learn skills that will help them for the future. They sit well at story time and listen carefully as staff read. Children are encouraged to be independent. For example, they learn how to pour their own drinks and to use cutlery at mealtimes.
- Parents say that they like the homely feel of the nursery. Staff share photos and talk to parents about activities children enjoy during the day. However, not all parents are supported to understand what their children need to learn next and how they can contribute to this at home.
- The manager supports staff to extend their professional development. Recent training helps staff to extend their knowledge of how to promote children's individual physical needs. For example, they encourage children to take their shoes off to help improve their balance.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not follow safer recruitment procedures consistently to ensure all staff are suitable for their roles. This potentially compromises children's safety. However, the manager and staff can identify if children are at risk of harm, abuse or radicalisation. They know where to report concerns about children's welfare. Safety gates are used throughout the building to stop children from accessing certain areas on their own. Staff and the cook find out about children's allergies and dietary requirements when they first start. This helps them to promote children's good health and safety. Staff attend training courses to extend their knowledge of how to promote children's safety as they sleep. For example, they ensure babies lie on their back to rest.

## 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 all necessary checks are completed to verify people looking after children are suitable to fulfil the requirements of their roles	10/11/2022
ensure all required information regarding the suitability of staff is recorded, including the date a Disclosure and Barring Service check was received and who obtained it.	17/10/2022

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

- support staff to strengthen partnerships with parents to further promote parent's involvement in their children's learning in the nursery and at home
- strengthen staff's knowledge of how to extend two- and three-year-old's counting skills and understanding of numbers.

## Setting details

<b>Unique reference number</b>	EY216246
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10234626
<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>	60
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Cupitt, Dale Martin
<b>Registered person unique reference number</b>	RP905746
<b>Telephone number</b>	01246 810848
<b>Date of previous inspection</b>	8 November 2016

## Information about this early years setting

Fairy Tales Day Nursery registered in 2001 and is situated in Balborough, Chesterfield. The nursery employs 13 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and one with level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.45am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the intention for the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children spoke to the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager. She reviewed relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery with the inspector.

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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