

Inspection of Princes Risborough Nursery

83 Station Road, Princes Risborough HP27 9DN

Inspection date: 12 October 2022

Overall effectiveness	Inadequate
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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

There is a significant number of breaches to the requirements of the 'Statutory framework for the early years foundation stage'. Leaders, the manager and staff have not taken appropriate steps to keep children safe, and they receive a poor quality of care and education. Ratio and qualification requirements are not met, and staff do not supervise children effectively. Risk assessments inside and in the garden are not effective. This places children at risk of harm. The manager and staff do not always consider children's good health. Staff do not consistently follow the policies in place to prevent cross-contamination.

The individual needs of all children are not met. Staff do not implement the planned curriculum to support children's learning effectively, especially for children with special educational needs and/or disabilities (SEND). Additionally, staff interactions with children are inconsistent and not always meaningful. Not all staff are able to extend or challenge children's learning well enough.

Some children behave well, and staff support them to understand expectations and how to share and take turns. However, this is variable. Some children do not receive the support they need to be kind to their friends. Despite this, children are happy and settle well. On the whole, they engage in the activities staff provide for them. They particularly enjoy books, action songs and spending time outside. Children benefit from opportunities to develop their gross motor skills as they climb, balance and jump.

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

- Leaders lack oversight of the provision. They do not spend enough time monitoring teaching and practice to identify and address breaches to the statutory requirements and the quality of care on offer. The manager has some awareness of the weaknesses in the setting but does not receive the support she needs to address these. This hinders the nursery's capacity to improve.
- Staff do not receive the regular supervision and support from the manager that requirements dictate. This does not support them in their role, coach them to understand their roles and responsibilities or improve their personal effectiveness. Consequently, they do not fully understand how to support children's learning or behaviour effectively or meet their individual needs. This also has an impact on how well managers identify staff training needs and address gaps in their safeguarding knowledge.
- Leaders and the manager do not ensure that the ratio and qualification requirements are met. At times, there is insufficient staff available to care for children in the baby room. Additionally, there is not always a level 3 qualified member of staff present in the pre-school. Fifty percent of other staff are also

not qualified to level 2. This is a breach of statutory requirements and compromises the well-being and safety of children.

- Staff do not supervise children well enough to ensure their safety. During both breakfast and lunchtimes, children in the toddler room are left unsupervised while eating. Staff leave the table to undertake other duties, such as answering the door or collecting second helpings from the kitchen. This compromises children's safety and places them at risk of harm from choking.
- Staff do not follow hygiene procedures well enough to protect children from cross-contamination. Babies are put to sleep on bedding used by other children. Additionally, children drink from each other's cups and then just leave these lying around so that staff are unaware that this has happened. The shoe policy in the baby room is not followed consistently. Some staff do not remove their shoes when they have been outside and continue to walk around the room wearing them. This is a risk to children's good health.
- Risk assessments are ineffective. The manager and staff have not removed all possible risks to children's safety. The manager is aware of some risks, but not all. For example, in the outdoor area, children can access and eat stones and rubble that has not been cleared away. The manager was unaware that staff had been using the 'fairy garden', which is unsafe. This includes cat faeces, which is present throughout, even in the hole children have been using for digging. In addition, the manager was unaware of the accessible rat traps in the main garden. These say 'do not touch' but are not protected from the children in any way. These all pose a risk to children's safety and well-being.
- Children with SEND receive support from other professionals who have devised strategies to support their learning, such as using sign language to support communication. However, staff either do not know what these strategies are or do not use them. Children with SEND spend a lot of time without adult interaction or support. This is a significant breach of statutory requirements and impacts children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not cared for in a safe environment due to the weaknesses in risk assessment procedures. Staff's child protection knowledge and understanding is variable. Some staff have not received any safeguarding training. Consequently, they do not understand relevant procedures. Staff are able to identify signs that may indicate that a child is at risk of harm. However, they do not understand the local procedures they must follow if they have a concern about a child in their care. Nevertheless, the manager follows safer recruitment procedures. This ensures those caring for children are suitable to do so.

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 staff's safeguarding knowledge to ensure they are suitably trained to understand local safeguarding procedures	31/10/2022
ensure leaders maintain sufficient oversight of the quality of provision and make sure that statutory requirements are met	31/10/2022
put appropriate arrangements in place for the supervision of staff who have contact with children and their families, and ensure that supervision includes support, coaching and training for staff	31/10/2022
maintain the minimum ratio and qualification requirements, to ensure the needs of all children are fully met	31/10/2022
ensure children are supervised at all times and within sight or hearing, especially at mealtimes to minimise the risk of choking	31/10/2022
put steps in place to improve hygiene practices within the nursery to help minimise the spread of infections and keep children and staff healthy and safe	31/10/2022
ensure risk assessments are robust and all risks and hazards to children's safety are identified, removed or minimised swiftly, particularly in relation to outdoor space, accessible rat traps and safe sleeping	31/10/2022
implement effective arrangements to support the individual needs of children with SEND in accordance with the SEND Code of Practice	31/10/2022

improve staff's knowledge and understanding of how to manage children's behaviour effectively.	31/10/2022
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To meet the requirements of the early years foundation stage, the provider must:

	Due date
develop the implementation of the curriculum and ensure interactions from staff are meaningful to challenge and extend children's learning further.	31/10/2022

Setting details

Unique reference number	2627417
Local authority	Buckinghamshire
Inspection number	10258412
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	35
Number of children on roll	49
Name of registered person	Princes Risborough Nursery Limited
Registered person unique reference number	2627415
Telephone number	01844 273236
Date of previous inspection	Not applicable

Information about this early years setting

Princes Risborough Nursery registered in 2021. It is located close to the station in the town of Princes Risborough, Buckinghamshire. The nursery operates from 7.30am until 6.30pm, Monday to Friday, all year round. The nursery employs 18 members of staff who work with children. Seven staff have a relevant childcare qualification at level 3 or above. The nursery receives funding for children aged three- and four-years old.

Information about this inspection

Inspector
Clare Perry

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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