

Report for childcare on domestic premises

Inspection date: 12 September 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	Good

What is it like to attend this early years setting?

The provision is inadequate

The provider's and staff's weak knowledge and understanding of safeguarding puts children's safety significantly at risk. The provider does not know the correct processes to follow when an allegation against a member of staff is made, including the local safeguarding partner procedures. In addition, some staff focus on a desired outcome, such as being ready for lunch, rather than children's individual needs. For example, children are moved abruptly from one chair to another without care and consideration for the child, as staff focus on the need for children's feet to be touching the floor.

Older children's learning needs are not consistently met, as staff focus their attention on the very young children. Older children become disengaged and restless. For example, they run in circles over and over again with low-level engagement in activities.

Despite these weaknesses, children are generally occupied. For example, in the garden children create an obstacle course that tests their balancing skills. They are delighted when they succeed, especially when it becomes more challenging. Children take part in activities that reflect their community and events of the world around them. For example, children have marmalade sandwiches and the Queen's favourite lunches as part of the week's menu. They talk about fish and chips and that they were the Queen's 'favourite' tea as they eat their lunch.

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

- Children are not consistently supervised due to the poor deployment of staff. For example, at times, children are out of sight and hearing of staff. This does not ensure children's safety.
- The deployment of staff impacts on the quality of education the children receive. Very young children have their needs met well. They make good progress in their learning and development, and staff are knowledgeable about their next steps. For example, they support children as they begin to learn to walk. However, older children, at times, have their learning interrupted so that staff can meet the needs of the younger children. For example, older children are interrupted mid story and told to wait because staff 'need to look after the baby'.
- Not all of the required records were available during the inspection. Although there is a limited impact on children's safety as the records have been seen by the provider, this demonstrates the provider's lack of knowledge of the requirement to ensure that records are accessible for inspection.
- Staff continuously question children when trying to engage with them. They do not leave children time to process and then respond before asking the next question. This discourages children from engaging with staff and developing

their learning further.

- Staff do not consistently manage transitions well. For example, children are left sitting at the table for a long period of time before lunch arrives. This leads to children becoming bored and restless. When older children transition to the art room, they end up waiting noisily in the same room that children are sleeping in. This then disturbs the sleeping children.
- There is, at times, poor communication between staff. For example, staff contradict each other during lunchtime which leads to confused children who are not sure what is happening around them.
- Staff take part in regular supervision meetings. They comment positively on the provider's focus on their well-being and their ability to notice if a member of staff is in need of support. However, supervisions are not effective enough at improving the quality of teaching.
- The provider's registration changed in January 2022. As a result, the provider must now ensure Ofsted suitability checks are completed for all staff before they can be left unsupervised with children. This is different to their previous registration. However, the provider assured the inspector that they do carry out their own suitability checks.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and staff's knowledge of safeguarding is poor. They are not aware of the changes to the local safeguarding service or the importance of sharing safeguarding concerns with children's next provision, such as schools. Some staff demonstrate that they do not understand issues, such as radicalisation, county lines and grooming. This impacts on their ability to keep children safe from harm. Some staff are not fully aware of the local authority designated officer (LADO) and how to report concerns to external agencies in line with local safeguarding processes. Some staff feel that they have not yet received training in safeguarding. The provider does not demonstrate a secure knowledge of how to manage allegations in line with local safeguarding processes. When an allegation is made, they do report this to the LADO; however, they carry out the investigation and reach a conclusion without consulting them.

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
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implement a policy and procedures to safeguard children. The policy should be in line with the guidance and procedures of the local safeguarding partners	27/09/2022
train all staff to understand the safeguarding policy and procedures to enable staff to identify signs of possible abuse and neglect at the earliest opportunity and to respond in a timely manner	27/09/2022
ensure children are well supervised and deploy staff effectively to meet ratio requirements and the care and learning needs of all children	27/09/2022
ensure children's behaviour is managed in an appropriate way	27/09/2022
implement effective procedures to ensure that people looking after children are suitable to fulfil the requirements of their role	27/09/2022
ensure that information on vetting processes, including criminal record checks, are recorded.	27/09/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure staff provide a purposefully planned curriculum considering different ages and stages of children's development to help all children make good progress in their learning	10/10/2022
improve the quality of teaching, ensuring staff provide children with enough thinking time to formulate answers to questions and to engage in dialogue with them	10/10/2022

develop the daily routine, especially with regard to transition times, to ensure children's needs are consistently met	10/10/2022
provide effective support, training and guidance for staff and ensure it is tailored to their individual needs, to improve the quality of education for children.	10/10/2022

Setting details

Unique reference number	EY370828
Local authority	Southampton
Inspection number	10208751
Type of provision	Childcare on 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	24
Number of children on roll	24
Registered person unique reference number	RP906470
Date of previous inspection	7 December 2017

Information about this early years setting

Highfield Nursery School re-registered in 2008 as a limited company. It is in the Highfield area of Southampton. The nursery is open each weekday, from 8am until 6pm, all year round. The nursery employs 10 members of staff to work with the children. Of these, one holds an early years qualification at level 5 and five hold a level 2 or above qualification.

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 manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the leadership team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- The inspector sampled relevant documents, including Disclosure and Barring Service records.

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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