

Inspection of Monarchs Childcare Ltd (64)

64 Whitehall Lane, Grays, Essex RM17 6SH

Inspection date: 6 October 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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's safety and health are compromised. The provider fails to ensure that staff carry out daily risk assessments to identify all possible hazards to children. The premises are in a poor state of repair and unhygienic. For example, there is mould on the wall and rodent droppings where children play.

The quality of teaching is variable. Children do not consistently benefit from sustained support to help them develop their play. Some staff do not spend enough time interacting and talking to children to extend their learning. In addition, some staff do not help all children to understand about appropriate behaviour. Children are welcomed into the nursery by staff. Most children are excited to see their friends. When children need support and reassurance, staff are close by to help them settle. Children thoroughly enjoy playing outdoors. They play in the sand, filling and emptying containers, and call to their friends to join in. Other children join in with a range of additional activities, helping to develop their good physical skills. Children enjoy weekly football sessions with a football coach, where they take part in fun games while being active. Children learn to use their imagination as they pretend to be pirates looking through their telescopes as they run around.

Children start to explore early mathematics and develop their problem-solving skills. They concentrate hard as they work out how to balance blocks on top of each other without their tower falling over. During activities, staff encourage children to learn about the concepts of opposites, encouraging them to consider if their buckets of sand are heavy or light.

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

- The provider has failed to ensure that the premises are suitable. Despite the provider working with a pest control agency, they have not assured that all risks to children have been removed. The provider has not ensured that staff carry out daily risk assessments to protect children from the hazards associated with rodents. The provider has not maintained areas of the nursery to a satisfactory level. For example, some walls where the children play have peeling paint. Mould has been left untreated, which has an impact on the health of children.
- Mealtimes are poorly managed, and staff do not help children to develop good eating habits. At snack time, children are not provided with plates and therefore put their food down on the table. They choose orange segments from a large tray and, once the children have finished eating, they throw their leftover food back into the same tray. Other children move half-eaten food around to find more fresh oranges. As a result, children are at risk of cross-infection.
- Children's behaviour is not consistently supported or managed. Some staff

support children's understanding of the nursery's rules and remind children to use kind hands and be gentle to their friends. However, when children throw sand at other staff in the garden or oats on the floor of the classroom, their behaviour goes unchallenged. This means that children do not learn about right and wrong.

- Children start to learn to be independent in preparation for the next stages in their lives, which for most is school. They learn to put on their coats and shoes before going outside. When some children find this more challenging, staff are close by to provide support. Older children demonstrate their close friendships, as they help their friends to put on their boots.
- Overall, children's communication and language skills are promoted well. Staff speak to children during activities. Children who speak English as an additional language are well supported, as staff speak a range of different languages. Staff use word cards in children's home language to help them develop their understanding of English. Staff use simple sign language to support the development of spoken language.
- Staff gather information from parents when they start at the nursery. They use regular observations and children's interests to plan learning opportunities. However, not all staff interactions with children are at a consistently high level, to help children make the best possible progress. For example, occasionally, less-experienced staff stand back and supervise children rather than interacting and supporting children's learning further.
- Staff identify gaps in children's learning and put plans into place. They work in partnership with other professionals to support children with special educational needs and/or disabilities. Additional funding to support individual children is used well. For example, additional funding has been used to provide resources for children to take home. This helps to ensure that learning can continue at home.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is not assured as a result of ineffective risk assessment and oversight of the provider. Staff have a secure knowledge of the signs and indicators that could mean a child is at risk of harm or abuse. They know how to report concerns about a child in their care or the behaviour of a colleague. They are knowledgeable about the wider safeguarding concerns, such as female genital mutilation and county lines. The nursery is secure, to prevent unauthorised individuals entering the building and children leaving.

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
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ensure that risk assessments are carried out regularly to identify hazards and how those risks will be removed or minimised	06/11/2022
take reasonable steps to ensure the safety of children, staff and others on the premises, with particular regard to rodents and mould on the walls	06/11/2022
take necessary steps to prevent the spread of infection to ensure children's health is not compromised	06/11/2022
ensure children's behaviour is managed appropriately and consistently by all staff.	06/11/2022

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

- strengthen all staff's interactions with children to a consistently high level to help children make even better progress.

Setting details

Unique reference number	EY500097
Local authority	Thurrock
Inspection number	10257308
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	2 to 11
Total number of places	70
Number of children on roll	204
Name of registered person	Monarchs Childcare Ltd
Registered person unique reference number	RP900988
Telephone number	01375399655
Date of previous inspection	29 August 2018

Information about this early years setting

Monarchs Childcare Ltd registered in 2016. The nursery employs 17 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, from 7am until 7pm, all year round. It also provides an out-of-school and holiday club. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Shelly McDougall

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy 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 spoke with the nominated individual about the leadership and management of the nursery.
- 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 spoke to several 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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