

Inspection of Fairy Bridge Day Nursery

22 Tunnel Street, Burnley, Lancashire BB12 0NN

Inspection date: 12 October 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	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

The provider compromises children's safety due to weaknesses in leadership and management. Children are at significant risk of harm because the provider has failed to ensure that all staff have Disclosure and Barring Service (DBS) checks. Additionally, she has not ensured staff are deployed in order to meet children's safety and care needs. Furthermore, children are exposed to hazards in their environment that compromise their health, such as dirty cleaning water in a bucket from the night before.

In the main, children come into the nursery happily and are greeted by staff. However, during the day, some children's care and emotional needs are not met. Children are not safe at all times. Furthermore, their independent skills are not encouraged consistently. For example, babies that can use a spoon are fed solely by adults. This reduces babies' can-do attitude towards their learning and self-care skills.

Children engage in some physical play, which has been a focus throughout the nursery since the COVID-19 pandemic. However, not all children access the outdoors on a daily basis, which affects their health and physical skills. Due to low staff numbers, children are unable to visit the local community. This reduces children's opportunities to gain knowledge of the wider world.

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

- Leaders have failed to follow safe recruitment procedures for checking the suitability of staff. They have not consistently obtained DBS checks or proof of relevant childcare qualifications. Staff have been working with children and providing intimate care without these checks. Furthermore, there has not been sufficient staff supervising children. This has a significant impact on the safety and well-being of children.
- Leaders have not taken reasonable steps to ensure staff consistently follow procedures that help to prevent the spread of infection. For example, staff wear the same gloves when changing babies' nappies. Additionally, babies and staff do not follow good handwashing routines at mealtimes. Furthermore, staff pick food up from the floor and continue to serve snacks to babies without cleaning their hands first. Children's health is significantly compromised and their personal needs are not fully considered.
- Induction and supervision procedures for staff are poor. Staff do not fully understand their roles and responsibilities when working with children, such as how to keep them safe and healthy. They do not learn about and follow procedures before their work commences. For example, babies come into close contact with clothes worn by staff who have recently smoked cigarettes. This

compromises their health.

- Although the nursery has a wide range of resources for children to access, plans for their learning are not carefully considered. Pre-school children spend a lot of time with younger children throughout the day. This affects their ability to stay focused in the games they enjoy, as younger children often remove toys or throw them around the room.
- Staff do not accurately assess children's ongoing development. They do not identify gaps in children's learning or abilities in order to respond and help them to make progress. For example, some children with language delays have not been identified. As a result, they are not getting the support they need to help them catch up with their peers. Additionally, children's next steps in learning are not accurate. Children are given challenges they are already competent in, such as counting items. As a result, they lose interest quickly and their learning stops.
- Generally, partnerships with parents are promoted. They know where to look to view the activities their children have enjoyed and how to contact management if they have any requests or issues.
- Children enjoy reading books with staff and spend time using tools to hammer sticks into pumpkins. This helps their early literacy development.
- Staff are not coached on how to meet the emotional needs of children. For example, babies cry for long periods of time if they are tired or hungry. They receive little meaningful interaction from adults. Consequently, their health and well-being are not supported effectively. Babies do not always get the support they need.
- Pre-school children do not always access purposeful activities that meet their learning stages. As a result, they become fed up and lose interest quickly. However, when pre-school children access the pre-school room, they engage well in the calmer environment and interact with role play games together.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that all children are kept safe from harm. Failures to identify significant health, safety and well-being issues mean children are exposed to risks within the setting. Leaders and staff attend safeguarding training that has helped them to keep their knowledge of child protection up to date. Staff understand a wide range of child abuse symptoms and how to respond. Staff also know where to raise a concern, both internally and within the local authority. Sufficient staff have current paediatric first-aid qualifications in order to respond to accidents.

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
ensure all adults working with children have their suitability checked	18/11/2022
deploy staff effectively so that all children's needs are met	18/11/2022
identify and remove all hazards to help keep children safe from harm	18/11/2022
implement the non-smoking policies for adults working within the nursery	18/11/2022
implement robust health and hygiene procedures, to help minimise the spread of infection, in order to keep the children and staff safe	18/11/2022
ensure all children access outdoor play daily in order to promote good health and physical development	18/11/2022
put steps in place to strengthen the induction and supervision process for all staff to help them fulfil the requirements of their role.	18/11/2022

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

	Due date
ensure babies' care and emotional needs are swiftly met in order for them to feel safe and secure in the setting	30/01/2023
improve ongoing assessment techniques in order for children's needs to be consistently responded to, to help them make better progress	30/01/2023
implement a broad and adaptable curriculum and environment that challenges all children's thinking, to extend their learning further.	30/01/2023

Setting details

Unique reference number	2592933
Local authority	Lancashire
Inspection number	10251297
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	64
Number of children on roll	34
Name of registered person	Cooper, Catherine
Registered person unique reference number	2592932
Telephone number	07808538912
Date of previous inspection	Not applicable

Information about this early years setting

Fairy Bridge Day Nursery registered in 2020 and is located in Burnley, Lancashire. The nursery opens between 7.30am and 6pm, Monday to Friday, all year round. The nursery employs six members of staff; four of these have an appropriate childcare qualification at level 3 or above.

Information about this inspection

Inspector

Rachel Waterhouse

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The inspector carried out a joint observation of a maths activity and discussed the impact this teaching had on children's development.

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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