

Inspection of Beechwood Nursery

Shady Lane, Bromley Cross, Bolton, Lancashire BL7 9AF

Inspection date:

2 November 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

Leaders and staff do not demonstrate a secure knowledge and understanding of how to keep children safe. Risks are not minimised appropriately for children. Safety precautions to prevent children from trapping their fingers in a doorway have been broken for some time. Despite the manager bringing this to the provider's attention, they have not been swiftly repaired. Outdoors, younger children are allowed to wander off with a plastic nappy sack out of sight of staff, posing a risk of suffocation. Indoors, soiled nappies in nappy sacks are left on the floor where children could access them. Young children are placed down to sleep on damaged sleep mats that cannot be cleaned effectively. Hand soap is not available in the kitchen and staff toilet, so the cook, staff and visitors are unable to readily wash their hands. This does not help prevent the spread of infection. Areas of the premises and some resources and equipment, such as booster seats used for mealtimes, are unclean. Leaders report that staff do not have time to clean as they are needed to be directly deployed with the children.

The quality of care and education for the youngest children is poor. Staff do not provide children with enough focussed activities designed to support their all-round learning and development. Provision for children with special educational needs and/or disabilities (SEND) is good. Pre-school children are being well-prepared for school. They are confident, articulate, inquisitive and keen to learn. All children have regular access to the outdoor area, which provides the majority of them with opportunities to explore and be physically active.

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

- On the day of the inspection, poor deployment of staff during the first two hours of the day resulted in the nursery being led and managed by a member of staff not capable for the role. This resulted in another member of staff, who was not suitably qualified, being left alone to care for pre-school children. This member of staff was unable to fully meet the learning and care needs of the children during this time.
- The manager and deputy manager care about the nursery. They are keen to make improvements but do not receive the support they need from the provider. They are aware that some staff need targeted professional development to help them improve. They have tried to provide support but, as relatively new managers, they have struggled to tackle underperformance and secure the required improvements across the workforce. The manager would like to recruit more well qualified and experienced staff but have been unable to secure suitable appointments.
- Staff do not have regular supervisions. Their practice is not robustly monitored, and they are not provided with feedback on areas to develop. Staff access

mandatory training but do not have sufficient support, coaching and training to ensure they offer quality learning and development experiences for children that continually improve. This leads to a poor quality of care and education for some children.

- Limited performance management of staff leads to inconsistencies in teaching. Some staff support children's learning well. However, others do not have the skills to plan learning with intent and challenge. This means some children are not being consistently supported to make the best possible progress.
- Two-year-old children are not having their needs consistently met. Staff interactions with children are limited and, at times, poor. Staff do not demonstrate that they understand how to teach children to share, take turns and manage their behaviour and emotions. This leads to regular periods where children are upset and unable to learn.
- Pre-school children are receiving a good quality of care and education. The skilled, experienced and effective room leader helps to develop the quality of staff in her room by coaching them and modelling effective practice. Staff work exceptionally hard when children move up to their room to teach them the knowledge and skills they need, so they are well prepared for school.
- Babies are cared for in a calm and relaxing environment. Staff are kind and caring and involve babies in decisions about their personal care routines. Babies are asked if they would like to have their nose wiped and their nappy changed. This helps to promote choice and independence and fosters secure relationships. However, opportunities for babies to hear and join in with songs and rhymes to develop their communication and language skills are limited.
- The special educational needs coordinators are trained and knowledgeable in how to recognise and provide for children with SEND. They work closely with parents and other professionals to share information. This ensures they understand, and can meet, the needs of the children.
- Parents report that they are happy with their children's progress. Parents feel supported and informed of their children's progress and development. However, parents do not come into the setting when they drop off and collect their children. Therefore, they have not had the opportunity to observe the issues identified at this inspection for themselves.

Safeguarding

The arrangements for safeguarding are not effective.

The provider and managers fail to ensure that the premises and equipment are fit for purpose and suitable for all children. This leads to situations that put children at risk of injury and cross infection. Risk assessments are not rigorous enough and do not ensure that defective equipment, such as soap dispensers, sleep mats and door guards are addressed. This places children at risk of illness and injury. However, staff know how to identify and respond to any concerns that a child may be at risk or harm. They have a secure understanding of how to report concerns to keep children safe.

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 robust risk assessments are in place and followed so all risks of accident and injury are minimised	18/11/2022
ensure staff are always deployed to meet the required staff:child ratios, so the needs of the children are met, and they are always safe	18/11/2022
ensure the person left in charge, in the absence of the manager or named deputy, is capable and qualified to do so	18/11/2022
promote children's good health by ensuring children's bedding is of good condition and staff adopt cleaning and hygiene practices that help prevent the spread of infection	18/11/2022
support leaders to tackle underperformance and secure improvements in the quality of staff knowledge and practice through effective supervision	25/11/2022
improve the quality of care and education by securing a quality workforce and providing a curriculum that meets the needs of all children to support their good progress.	22/12/2022

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

- help staff to understand how to support children to learn how to manage their emotions and regulate their behaviour
- support staff to provide more opportunities for babies to hear and join in with songs and rhymes, to develop their communication and language skills.

Setting details

Unique reference number	403577
Local authority	Bolton
Inspection number	10259118
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	1 to 4
Total number of places	60
Number of children on roll	48
Name of registered person	Plas Tirion Ltd
Registered person unique reference number	RP524125
Telephone number	01204 303 168
Date of previous inspection	12 July 2017

Information about this early years setting

Beechwood Nursery registered in 1984. The nursery employs 13 members of childcare staff. Of these, seven staff hold recognised early years qualifications at level 3 or above. The nursery opens on Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Rachael Flesher
Anita Dunn

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to 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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