

# Inspection of Little Druids Nursery

Minton Distribution Park, London Road, Amesbury, Salisbury, Wiltshire SP4 7RT

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Inspection date: 1 September 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

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Safeguarding practice is weak. Leaders and managers do not follow up potential issues that might impact on the ability of staff to fulfil their roles or care for children. They do not effectively supervise or monitor all staff to ensure that suitable safeguarding policies and procedures are in place. Staff do not securely understand the procedures for managing allegations against adults. The use of mobile phones and the internet does not promote children's safety and security. Children are not afforded the privacy they need when using the potty. This impacts on children's dignity. As a result of these weaknesses, children's welfare is compromised.

Staff are caring and know children well. However, interactions between staff and children are negatively impacted by high noise levels throughout the nursery. Staff do not help children to develop their vocabulary. Those working with younger children do not engage in meaningful back-and-forth conversations with them. Adult-led activities are not sufficiently challenging, and less-confident children are not encouraged to share their ideas or take an active role. For example, more-confident children choose all the songs that staff sing during a group activity in the toddler room. Children often lose interest and are not motivated to learn. Children do not benefit from good-quality teaching that supports them to achieve their full potential in preparation for starting school.

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

- While leaders and managers have a clear vision for what they want children to learn, this is not implemented in practice. Leaders have not done enough to monitor teaching to ensure staff are delivering what is expected of them. This results in inconsistencies in practice across the nursery. Children do not receive high-quality teaching, which disadvantages their learning.
- Leaders do not have effective oversight of the safeguarding practices of the nursery. For example, leaders were aware that staff were using nursery mobile devices in the sleep room while children were present, but had not taken action to stop it. They do not ensure effective processes and procedures are in place to ensure children are kept safe.
- Leaders have made improvements to the security of the nursery to help prevent children from leaving the building unsupervised. For example, there is a camera and alarm system on the front door and new locks on the gate in the outside area.
- Staff working with older children set clear expectations and explain the consequences of children's actions on others. For example, they give plenty of warning regarding the end of outdoor time. However, behaviour is not managed consistently across the nursery. Younger children are told not to push other

children, but staff do not explain why or what impact it has on others. This does not promote children's emotional development or their feelings of safety and security.

- At snack time, staff talk to each other but do not engage in meaningful conversations with children. Instructions are not given clearly, and children fail to understand what they are expected to do. For example, flannels are handed out for children to wipe their hands after they eat, but most children do not follow the instructions given.
- Children are not consistently encouraged to be independent. Some systems are in place to encourage this, such as boxes labelled with each child's picture and name, for them to place their own belongings into. However, staff mostly put on children's coats and shoes for them. This does not build confidence or help prepare children for school.
- Children have access to a range of active play, both inside and outside, which helps keep them fit and healthy. They regularly visit the soft-play centre, which enables them to learn how to take safe risks.
- Parents speak well of staff in the nursery. They are happy with the communication they receive, both verbally and online. Children separate from parents with ease.
- Due to the high noise levels, younger children are not always able to hear or tune in to what staff say, and interactions are limited. Staff have a poor understanding of how to develop children's communication skills through play. For example, staff rarely interact with children unless a child talks to them, and some children go long periods without any interaction.
- Children mostly engage in solitary play, although some play alongside others. Children's interactions with their peers are not supported by staff to help them develop their social skills.
- Pre-school staff share stories with older children, using props to encourage them to join in. Children have access to books in all rooms to help develop their literacy skills; however, they are not actively encouraged to do so.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Staff are aware of the signs and symptoms that might indicate that a child is at risk of abuse. They know the procedures to follow to report safeguarding concerns about children. However, some staff are not aware of the whistle-blowing procedures to follow to report potential concerns about leaders and managers. Staff do not consider the safeguarding risks of accessing the internet on nursery mobile devices when working with children.

## **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:**

	<b>Due date</b>
ensure that all staff understand how to act and respond to potential allegations made against a member of staff, including reporting to statutory agencies	30/09/2022
review the procedures and staff practice relating to online safety and use of mobile phones within the nursery to ensure children's safety and welfare	30/09/2022
improve staff interactions with children to ensure that children are consistently supported to develop their communication skills and extend their vocabulary	30/09/2022
ensure all children are encouraged to share their ideas to promote self-confidence and self-esteem, including those who are less confident	30/09/2022
review the procedures for potty use to ensure children have greater privacy and to help them learn to manage their personal care independently.	30/09/2022

## Setting details

<b>Unique reference number</b>	2519685
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10210247
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Little Druids Nursery Limited
<b>Registered person unique reference number</b>	2519684
<b>Telephone number</b>	01980 669575
<b>Date of previous inspection</b>	28 September 2021

## Information about this early years setting

Little Druids Nursery registered in 2019 and is located in Amesbury, Wiltshire. The nursery is open Monday to Friday, all year round, from 8am to 6pm. It receives funding for the provision of free early years education for children aged three and four years. The nursery employs fourteen members of staff, seven of whom hold early years qualifications at level 3 to 6.

## Information about this inspection

### Inspector

Lisa Large

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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 observed the interactions between staff and children.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- 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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