

Inspection of Blue Skies Private Day Nursery

184 Crewe Road, Alsager, STOKE-ON-TRENT ST7 2JA

Inspection date: 15 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

Weaknesses in the leadership of the nursery have resulted in multiple breaches of the legal requirements. This compromises children's health, education and welfare. The curriculum is not fit for purpose. Although staff plan activities that they know children enjoy, they are not focused on what children need to learn next. Children engage well with each other during free play and activities of their own choosing. They spend a lot of time playing independently. However, planned activities lack challenge and are not adapted to support the learning needs of all children. Consequently, children lose interest and move away quickly. Staff are not supported to meet the learning needs of children who are at risk of falling behind. This puts these vulnerable children at a further disadvantage. Children do not make the progress of which they are capable.

Despite the weaknesses, children are happy in the environment. Babies safely practise their walking skills as they navigate around the furniture. Staff share their expectations for behaviour and manners. Children learn to share, take turns and be respectful to each other. They behave well. Older children are developing some independence skills in preparation for school. For instance, they eat using knives and forks and wash their own hands without support.

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

- The provider and manager do not demonstrate the capacity to sustain improvements. The quality of the nursery has declined significantly since the previous inspection. The provider has very little oversight of the nursery and a weak understanding of the legal requirements. Although they reported an allegation against a member of staff to other professionals, they did not fulfil their legal responsibility to notify Ofsted. Furthermore, they failed to notify Ofsted of a new manager.
- The manager has a poor understanding of how to plan an appropriate curriculum for children. Subsequently, she is unable to support staff to implement it effectively. Although children access a range of learning opportunities, these are not focused on extending their skills and knowledge further. Learning is predominantly incidental. Children are unable to engage in focused learning for any length of time, as activities lack challenge. This does not prepare children for the next stage in their learning.
- The provider does not offer supervision, coaching and mentoring to the manager or staff to help them understand their responsibilities and improve their practice. This has a significant impact on the quality of education that children receive. For instance, staff do not understand the correct procedures for monitoring and assessing children's development. Due to a lack of professional development opportunities, they have a poor understanding of the different ways that children

learn. Consequently, when activities are planned, they are overly adult led and not adapted to support all children's learning needs. This does not help children to make good progress.

- The procedures for supporting children with special educational needs and/or disabilities (SEND) and those who are at risk of falling behind are poor. Staff can identify when they have concerns about a child's development, in particular their speech. However, they do not receive the support they need to implement strategies that help children to catch up. The level of support children receive from the special educational needs and disabilities coordinator is not good enough. This widens the gap between children with SEND and those who are less advantaged and their peers and has a negative impact on their personal development.
- Partnerships with parents are not effective. Parents do not receive information about children's development, next steps or how to extend these at home. Staff do not always share their concerns about children's development with parents, nor do they seek information from parents about children's development. Furthermore, not all parents are aware of who their child's key person is. This has a negative impact on the continuity of children's care and education.
- Children develop lovely bonds with all of the staff. They benefit from sensitive interactions and an abundance of affection. Staff get to know children very well. They have a good understanding of their care needs. This helps children to feel secure and promotes their emotional well-being.
- Staff in the baby room support babies' communication and language development well. They engage babies in song time, teach them new words and support them to communicate with signs. Babies giggle happily as they remember the actions to familiar songs and rhymes.
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Safeguarding

The arrangements for safeguarding are not effective.

The manager does not ensure that appropriate arrangements are in place to support children during snack times. For instance, two-year-old children eat crushed up apple from the floor without plates or bowls. This compromises their good health. In addition, vulnerable children are not supported well enough to help them achieve the best outcomes. Nevertheless, staff are confident to recognise the signs and symptoms of abuse. They understand their responsibility to report any concerns to the designated safeguarding lead and beyond if necessary. The manager is alert to safeguarding issues that are prevalent within the local community, such as county lines. Staff are alert to the indicators that a child or family may be at risk of being drawn into extreme behaviours. All staff have completed a paediatric first-aid qualification to help them respond to accidents and emergencies.

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 |
|--|-----------------|
| implement effective supervision, coaching and mentoring procedures to support staff and improve the quality of education | 15/12/2022 |
| implement effective procedures for supporting children who are falling behind | 15/12/2022 |
| implement effective mealtime routines that promote children's good health | 15/12/2022 |
| ensure all parents are aware of who their child's key person is | 15/12/2022 |
| establish a two-way-flow of communication between parents and staff to support children's development. | 15/12/2022 |

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

| | Due date |
|--|-----------------|
| plan and implement a broad and balanced curriculum that builds succinctly on what children already know and can do | 10/01/2023 |
| implement clear and effective procedures for assessing children's development and ensure staff understand them. | 10/01/2023 |

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY343285 |
| Local authority | Cheshire East |
| Inspection number | 10235056 |
| 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 | 31 |
| Number of children on roll | 45 |
| Name of registered person | Woodcock, Sheridan |
| Registered person unique reference number | RP512852 |
| Telephone number | 01270 883893 |
| Date of previous inspection | 6 February 2017 |

Information about this early years setting

Blue Skies Private Day Nursery registered in 2007. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am until 6pm. The nursery employs nine members of childcare staff. Of these, eight hold an appropriate early years qualification at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kayte Farrell

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 manager and has taken that into account in their evaluation of the nursery.
- The manager gave the inspector a tour of the setting and discussed how the curriculum is planned and implemented.
- The inspector observed the quality of education, indoors and outdoors, and evaluated the impact on children's learning.
- Discussions were held with staff, children and parents at appropriate times throughout the inspection.
- A leadership and management meeting was held with the provider and manager. Documentation relating to the suitability of people working on the premises was checked. The inspector looked at paediatric first-aid certificates and qualification certificates.

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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