

Inspection of Minibugs Ovenden

147 Ovenden Road, Halifax HX3 5SA

Inspection date:

21 September 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

Children's health, safety and well-being are compromised, due to weaknesses in safeguarding practice. Leaders and managers, who are the designated persons for safeguarding in the setting, have a weak understanding of child protection procedures. Furthermore, leaders have not put in place an effective child protection policy and procedure for responding to allegations made against staff. As a result, concerns have not been referred to the relevant agencies, following the correct procedures. This compromises children's welfare. Additionally, staff do not use the setting's procedures for completing risk assessments. Consequently, they fail to identify potential choking hazards and risks to all children. Staff do not supervise children well enough to ensure their health and well-being. This compromises children's safety.

Children do not have access to suitably challenging and age-appropriate activities and learning experiences to support their development. The manager does not ensure the curriculum and educational programmes provide children with broad and stimulating opportunities to learn. For example, babies are frequently left with little interaction and engagement from staff. Subsequently, some infants spend much of their time moving aimlessly around the room. This does not enable them to make the progress of which they are capable. Pre-school aged children and toddlers have access to limited play equipment and toys while playing outdoors. As a result, they lack stimulation, become easily bored, and they push and take toys from other children. Staff do not respond to these instances, despite some children asking them for help. This has a negative impact on children's sense of security and emotional well-being.

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

- Leaders and managers are not clear about the operation of the setting. They have failed to identify and address areas of weakness in staff practice. As a result, staff do not receive the targeted support, coaching and training that they need, to develop the level of knowledge and skills required for their roles. This has a significant impact on children's learning experiences and welfare.
- Staff are not used effectively to adequately supervise children. As a result, they are not alert to danger or are aware of what children are doing. This does not help to keep children safe or ensure that they are provided with quality care experiences throughout the day.
- The key-person system is poor. Leaders and managers have not managed recent changes to staff deployment and the key-person system effectively. For example, accurate information about children's capabilities and what they already know and can do has not been shared with the new key person. This means that children's continued learning and progress is disrupted and delayed,

including for children with special educational needs and/or disabilities (SEND).

- The arrangements for settling children into the setting are not consistently put into practice. Staff do not always gather relevant key information about children, to help ensure that their individual care and learning needs are taken into account.
- Staff do not consistently reinforce clear boundaries and expectations of children's behaviour. They do not continually use effective methods to help children learn how to manage their own feelings and behaviour. For example, they sit children in 'time out' for long periods, without talking to them about their behaviour. This does not help children understand the impact their behaviour has on others. As a result, some children do not behave well.
- Children do not receive consistently good opportunities to develop their communication and language skills. For example, staff working with babies and toddlers do not interact or talk to children enough during their play. Staff do not consider all of the different languages older children speak in their educational programmes. This does not help to ensure that all children have equal opportunities to develop their vocabulary and language skills.
- Staff's expectations for children do not match their abilities. For example, staff working with babies plan creative activities that are beyond their stage of development. Older and more capable children are not sufficiently challenged to help build on their mathematical knowledge and skills. Children do not make good levels of progress in all areas of learning.
- Parents comment positively on the level of information that they receive about their child's day and care practices. However, staff do not share the same level of detail with parents about their child's progress and their next steps and learning targets. This does not help parents to understand their child's development or how to support their learning at home.
- Children and staff follow good hygiene practices at mealtimes. Children learn how to become increasingly independent in managing their own self-care, over time. For example, babies develop their physical skills and coordination as they eat finger foods. Toddlers and older children serve their own meals and clear away cutlery when they have finished eating. This helps to prepare children well for their next stages of learning and eventual move to school. However, due to weaknesses in staff deployment, not all children are provided with adequate levels of supervision during mealtimes. This compromises children's safety and well-being.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and managers do not fully understand the role of the local authority designated person in managing allegations made against staff. As a result, in some situations, allegations made against staff have not followed the correct procedures. This does not help to safeguard children and protect them from harm.

Furthermore, staff do not complete robust checks of all areas of the premises children access, to ensure they remain safe and secure. For example, staff fail to

recognise that the gate has been left open and unlocked where older children play outdoors. This does not help to prevent children from leaving the premises unsupervised or stop unauthorised people from entering. That said, leaders and managers complete robust recruitment and vetting checks to help ensure the suitability of all adults 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:

	Due date
provide all staff with the support, coaching and training that they need to develop the level of knowledge and skills required for their roles	03/10/2022
put in place an effective safeguarding policy with regard to responding to allegations made against a member of staff	03/10/2022
provide leaders and managers, including the designated persons for safeguarding in the setting, with training to help them understand the procedures to follow, in the event an allegation is made	03/10/2022
follow the setting's procedures for completing risk assessments, to identify and minimise all possible hazards to children	03/10/2022
ensure staff are deployed effectively to supervise children, so that they remain safe and are provided with quality care and learning experiences throughout the day	03/10/2022
put in place an effective key-person system to ensure that the individual care and learning needs of all children are met from their starting points	03/10/2022

ensure that staff respond and manage children's behaviour appropriately, so that they remain safe, and their emotional needs are met	03/10/2022
put in place a suitably challenging and ambitious curriculum that takes account of the individual needs and stage of development of all children	24/10/2022
ensure staff consistently put in place children's next step and individual learning targets in practice, including the individual learning plans for children with SEND	24/10/2022
improve the curriculum for communication and language, so that all children make effective progress	24/10/2022
ensure information is shared with parents about their child's progress, with ways to support learning at home.	24/10/2022

Setting details

Unique reference number	2606920
Local authority	Calderdale
Inspection number	10248189
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	60
Number of children on roll	53
Name of registered person	Minibugs Nurseries Limited
Registered person unique reference number	RP906016
Telephone number	01618319722
Date of previous inspection	Not applicable

Information about this early years setting

Minibugs Ovenden registered in 2020 and is situated in Halifax. The setting employs 11 members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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 manager completed a learning walk with the inspector to discuss the curriculum and how this is implemented.
- The inspector completed a joint observation and evaluated the quality of teaching and learning with the manager.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector had discussions with staff, children and parents during the inspection and took account of their views.
- The manager showed the inspector relevant documentation and evidence of the suitability of all adults working at the premises.

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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