

Inspection of Erskine Day Nursery

Erskine Villa, Brighton Road, Hurstpierpoint, Hassocks, West Sussex BN6 9EF

Inspection date:

22 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

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

There are weaknesses in safeguarding practice. Those who take the lead for safeguarding do not have robust understanding of how to recognise when a child is potentially at risk and do not know who to report concerns to within the local authority. In addition, recruitment processes are not sufficiently robust. This does not adequately ensure children's safety and well-being.

The quality of education the children receive is poor. Overall, children are not receiving a sufficient level of support to progress well in their learning. The quality of teaching is variable, and staff do not plan a sufficiently challenging educational programme. Older children spend a considerable amount of time sitting for adult-led activities, such as letter sounds, stories and other group games. Children often become disengaged and restless. This disrupts the experiences of other children. Staff fail to recognise when children have lost interest and continually ask them to sit down and continue with activities. As a result, children are not making the progress of which they are capable.

Children are friendly and use some good social skills. However, because they become bored, this impacts on their behaviour. For example, children begin to lay over each other and giggle rather than concentrating on what staff are saying.

Children show more enthusiasm when engaged in active learning. For example, older children enjoy collecting natural objects in the outdoor environment as well as exploring with paints and other craft materials. Younger children explore sensory play activities and enjoy posting balls to develop their fine motor skills.

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

- Leadership and management are not effective. There are significant weaknesses in safeguarding arrangements and the quality of teaching. Leaders do not provide staff with the support they need or monitor staff practice effectively, to raise the quality of teaching. In addition to this, ineffective induction processes for staff, including those taking on new positions, mean staff do not have a clear understanding of their roles and responsibilities.
- Significant weaknesses in the recruitment process compromises the safety of all children. Leaders fail to complete relevant checks during the recruitment process. For example, gaps in employment history are not followed up, and they do not always seek references to ensure them of the applicant's suitability for their role. Leaders do not maintain all documentation required for the safe and efficient running of their service.
- Leaders and managers do not ensure qualification requirements are maintained. For example, in the under-two's room, they have not ensured that at least half

of all staff hold a full and relevant level 2 childcare qualification. This has a detrimental impact on babies, who are not always supported by staff who have appropriate training and experience.

- Leaders do not have a clear curriculum in place. They do not know what they want children to learn and why. As a result, aims of learning experiences are not understood by staff. Staff do not recognise how activities are supporting children to learn across all seven areas of learning. Children's interests are not consistently taken into account when planning different activities or experiences. This means that children are not always able to reach their full potential by building on what they already know and what they need to learn next.
- The quality of staff interactions is inconsistent, and some children receive limited attention. This does not adequately support communication and language development. Staff do not take advantage of opportunities to develop meaningful conversations. Although staff generally respond when children speak to them, their responses often close conversations, rather than extending them. For example, when listening to some facts about dinosaurs, children comment that 'Dinosaurs aren't here now, are they?' Staff respond by agreeing with them and quickly move on. Children continue talking about this between themselves, but staff do not pick up on the children's conversations or curiosity around this subject. This does not support children's learning and development or provide opportunities for them to learn new information or use new words.
- Children enjoy healthy snacks and meals, sitting together with peers, although they do not receive any meaningful engagement from staff at these times. Children wash their hands before meals and get their own water bottles. Staff encourage younger children to feed themselves. They give gentle support to babies during feeding times. This helps children to become independent.
- Parents are happy with the setting and value the flexible approach of staff. They comment that children are happy and settle well. Children happily separate from parents and come into the setting with confidence. However, parents are not always clear on what their child is learning or their child's next steps. This impacts on how well parents can support their children's learning at home.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders' and staff's lack of safeguarding knowledge and effective procedures has an impact on their ability to keep children safe. Although some staff have completed safeguarding training, leaders do not check to ensure that they have gained the knowledge they need. Staff do not fully understand how to identify potential indicators that children are at risk of harm or the procedures to follow if they have a concern about a child. Leaders who share designated safeguarding responsibility are not suitably trained and are not clear on the action to take in the event of an allegation being made against a member of staff.

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 managers and staff understand the setting's safeguarding procedures, including the setting's policy for the use of mobile phones, and know how to respond to any child protection concerns in an appropriate and timely manner	15/12/2022
ensure that the person who takes the lead responsibility for safeguarding has sufficient training and knowledge to implement the child protection policy effectively and supports staff's understanding of all safeguarding issues	15/12/2022
train all staff to understand the setting's safeguarding policy and procedures to ensure they know how to report concerns to other agencies in the absence of the designated safeguarding lead	15/12/2022
ensure all staff, including the person who takes the lead responsibility, have a secure knowledge and understanding of the signs that might indicate children are at risk of harm in line with the local safeguarding partners guidance and procedures	15/12/2022
implement effective and robust recruitment procedures to assess staff's suitability, and ensure that all adults looking after children are suitable to fulfil the requirements of their role	15/12/2022
ensure that all staff have undergone an enhanced Disclosure and Barring Service check to assure suitability for their role	15/12/2022

ensure information on all vetting processes undertaken for staff is accurately recorded	15/12/2022
make sure all staff, including managers, have appropriate induction, training, skills and knowledge to help them have a clear understanding of their roles and responsibilities	15/12/2022
put appropriate steps in place to monitor the deployment of staff so that qualification requirements are maintained and children's needs are met	15/12/2022
take steps to obtain and maintain information and the required records to ensure the effective and safe management of the setting	15/12/2022
improve arrangements to ensure records are easily accessible and available so they can be shared at the request of a professional.	15/12/2022

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

	Due date
plan and implement an effective curriculum that covers all areas of learning and that takes into account children's interests and individual learning needs.	31/01/2023

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

- strengthen partnerships with parents to share information more effectively, to help them support their children's learning at home.

Setting details

Unique reference number	EY277540
Local authority	West Sussex
Inspection number	10234772
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	1 to 4
Total number of places	60
Number of children on roll	37
Name of registered person	Adair, Susan Jane
Registered person unique reference number	RP511365
Telephone number	01273 833248
Date of previous inspection	10 March 2017

Information about this early years setting

Erskine Day Nursery registered in 2003. It operates in Hurstpierpoint, West Sussex. The nursery is open between 8am and 6pm, each weekday, all year round. The setting employs nine staff, of whom one holds a relevant qualification at level 5, and five hold qualifications at level 3. The setting receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Natalie Moir

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager carried out a joint observation of group activities with the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the provision with the inspector.

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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