

# Inspection of Spire View Nursery

18 Burford Road, SALISBURY SP2 8AN

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Inspection date:

25 November 2022

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## **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

Children's health, safety and well-being are compromised. The provider does not ensure that all staff have a good understanding of the safeguarding procedures. Furthermore, staff do not carefully supervise children, and they fail to identify and remove risks to children as they play. The provider and staff do not have high enough expectations for children's learning. They do not provide a curriculum that builds on what children know and can do. Staff provide some activities for children. However, due to weak staff practice and their lack of understanding of what children need to learn, they do not target activities well to meet children's needs. Consequently, children lose interest and wander away.

Although there is a key-person system in place, staff do not use this well enough to help children to settle and to feel secure. Children struggle and cling to staff for comfort as they are moved between different rooms throughout the day due to staffing arrangements. Staff do not know about the needs or interests of the newer children, to help make the transitions easier. In addition, staff do not understand how to support children who speak English as an additional language (EAL). Children do not receive support to communicate their wants and needs with staff. This leads to them often being very unsettled.

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

- The provider does not ensure that all staff, including the designated safeguarding lead (DSL), have a good understanding of how to identify when a child may be at risk of harm. They do not know the procedures that they should follow to report any concerns raised about children's welfare. Although this was previously raised with the provider, there are still significant weaknesses in staff's understanding of safeguarding procedures.
- The DSL does not have the skills and knowledge to fulfil their role. They do not know the procedures to follow if a concern is raised about the conduct of a member of staff. Although this was recently raised as an action with the provider, they have failed to address the issue. Children continue to be put at risk.
- The provider does not monitor staff performance or ensure that staff have the skills and knowledge to fulfil their roles and responsibilities. Therefore, they are unable to identify weaknesses in staff practice. For instance, staff take toys away from younger children when they are focused and playing, as the toys are meant for the older children. This disturbs children's engagement and opportunity to learn.
- The quality of education is weak. Due to staff's limited knowledge and understanding of how children learn, children do not receive the support that they need to help them to learn and develop. The curriculum does not build on

children's knowledge or help them to meet their next stages of learning. Younger children wait to take turns to make dough. This consists of them mainly watching staff and being allowed to pour one spoonful of the ingredients into the bowl. Older children are encouraged to engage in adult-led crafts, during which staff carefully paint children's hands and place them on paper to create a seasonal picture. This leaves no room for children to be creative or to learn to express themselves.

- Staff do not ensure that they keep children safe. They do not have a clear understanding of how to identify and minimise risks . For instance, children are able to leave the garden and enter the building without staff noticing. In addition, staff watch as the youngest children drink dirty water from the puddles in the garden.
- Although there is a key-person system in place, this is not effective in helping children to become familiar with the nursery. The youngest children spend time being cared for by staff who are not familiar to them. As a result, children do not build relationships with their key person, and staff do not ensure that they tailor care to meet individual needs.
- Providers and staff do not take reasonable steps to ensure that children who speak EAL receive support, to enable them to participate and understand. Staff do not provide children with opportunities to develop their home language as they play and learn or to understand and follow instructions.
- Staff provide support for children with special educational needs and/or disabilities (SEND). They work closely with other professionals and parents to put strategies in place to help children with SEND attend the nursery.

## Safeguarding

The arrangements for safeguarding are not effective.

Despite previous concerns being raised about staff knowledge and understanding of child protection and safeguarding procedures, the provider does not ensure that children attending the nursery are safe. Not all staff know how to identify when a child might be at risk, and the DSL does not know how to act on information that she receives about children's welfare. They know to report concerns within the nursery, but due to weaknesses in the DSL's understanding, children are at risk.

## 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:**

	<b>Due date</b>
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ensure that all staff, including the DSL, have a good understanding of the safeguarding procedures, including how to identify and act on concerns about children's welfare	04/01/2023
ensure that the DSL understands the procedures, following an allegation about a member of staff	04/01/2023
implement procedures for supervision of all staff, to identify weaknesses in practice and target support, coaching and training, to raise the quality of the provision	04/01/2023
ensure staff deploy themselves well and supervise children effectively so that staff are within sight or hearing of children at all times	28/11/2022
improve staff understanding of how to identify and remove risks to children	28/11/2022
strengthen the deployment of staff so that children feel safe, secure and care is tailored to meet individual children's needs.	04/01/2023

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
provide a broad curriculum that builds on what children know and can do, to help children make good progress in their learning and development	04/01/2023
improve support for children who speak EAL, to help them to be able to communicate and participate in play.	04/01/2023

## Setting details

<b>Unique reference number</b>	EY358753
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10262741
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	65
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Kiddi Galore Limited
<b>Registered person unique reference number</b>	RP907212
<b>Telephone number</b>	01722 322179
<b>Date of previous inspection</b>	1 August 2019

## Information about this early years setting

Spire View Nursery registered in 2007 and is situated in a detached house on the outskirts of Salisbury, Wiltshire. It is open on weekdays, from 7am to 6pm, for 51 weeks of the year. The nursery provides funded early education for children aged two, three and four years. It employs eight members of staff who work directly with the children. Of these, five hold an early years qualification at level 3 and two hold level 2 qualifications.

## Information about this inspection

### Inspector

Victoria Nicolson

## 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 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 carried out joint observations of group activities with the manager.
- The inspector spoke to a parent 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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