

Inspection of Hunderton Neighbourhood Nursery & Kids Club

Hunderton Neighbourhood Nursery & Kids Club, Belmont Avenue, Hereford,
Herefordshire HR2 7JF

Inspection date:

28 November 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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

Children's safety and well-being are compromised because of ineffective safeguarding arrangements.

The quality of education is inconsistent. Some staff do not understand how to tailor the intent of activities to meet children's next steps, hindering children's progress. Other staff have poor knowledge of how to engage children in play. In some rooms, children are too often left to their own play, with little interaction and engagement from staff. This limits children's meaningful learning. Children become disengaged and this results in them showing some disruptive behaviours. Staff do not consistently support all children's behaviour to promote them to manage their own behaviours and correctly learn right from wrong. In other rooms, however, staff support children well to follow their interests and children are highly engaged. For example, children who have an interest in volcanoes have the opportunity to experiment with the chemical reaction of sweets and fizzy drinks. They then go on to mould volcanoes out of papier mache. Children use their fine motor skills to thread and paint pasta to create their own necklaces. They discuss with their peers about making their necklace 'rainbow coloured' and share and take turns with the brushes and paint. These children become kind natured, respectful and extremely sociable with one another.

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

- The leadership team is aware of weaknesses in practice and is working towards building a secure and consistent team to permanently rectify the situation. Some of the staff's knowledge of signs and symptoms that may indicate abuse is extremely limited and they are not aware of a wide array of child protection and safeguarding matters, such as radicalisation or female genital mutilation. Although leaders have provided training on safeguarding to all members of staff, including on policies and procedures, some staff are not aware of where to access the required information needed to report a concern about a child in their care. In addition, staff are unaware of what actions to take in regard to an allegation about a member of staff. Children's safety is not assured.
- Children make satisfactory progress. Some staff observe, assess and plan for children's next steps and implement tailored intent into their activities. However, this is not consistent across the setting. Not all children consistently receive rich and purposeful learning experiences. The curriculum and how to embed individual next steps are not completely understood by all staff. Therefore, some children do not have access to a broad range of meaningful learning experiences, and staff do not engage and interact with children to ensure their learning is tailored to suit their needs and interests. Despite this, there is a key-person system in place and parent partnerships are strong.

- The deputy manager who is experienced and knowledgeable leads the support for children who need additional support. This helps to ensure children's needs are identified quickly and referrals are made to other professionals in a timely manner, with close partnership with parents. Children with special educational needs and/or disabilities (SEND) progress extremely well. Children with SEND begin speaking, making eye contact and engaging in their play.
- Staff promote a healthy lifestyle. Children benefit from fresh water throughout the day, nutritiously balanced meals and lots of fresh air outdoors. Children have access to indoor and outdoor physical activity and learn how exercise helps them to keep healthy. They learn about oral hygiene and how much sugar is in their food. Children learn about how sugar affects their teeth. Staff also promote recipe alternatives that are healthy and also promote dental hygiene. This dental educational content is shared with parents and carers also.
- Parents feel supported in their children's educational journey. They have access to a lending library, so children can borrow a variety of books that they read with their parents at home. Parents state their children are settled, happy and well loved by staff.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not adequately considered the risks of children going to the bathroom by themselves or getting changed themselves unsupervised. This means children are not adequately supervised at all times, to help to prevent them from coming to harm. In addition, not all staff understand their responsibilities to maintain appropriate staffing levels. For example, in the baby room, staff leave the room for short periods, leaving staff working by themselves with children. As a result, babies are not supervised at all times sufficiently. There are also weaknesses in staff safeguarding knowledge. This puts children's safety at risk. Despite this, staff are aware of policies regarding how to effectively administer medication and how to care for children with allergies, and most staff have paediatric first-aid training. All staff know what actions to take in the case of a medical emergency.

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
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identify and address weaknesses in staff safeguarding knowledge to ensure they have a thorough understanding of safeguarding children, including knowledge of signs and symptoms of all child protection and safeguarding matters	28/01/2023
ensure all staff know, understand and can access child protection and safeguarding policy and procedures, to report any concerns about a child's welfare or allegations against staff	28/01/2023
ensure staff deployment meets the needs of all children and ensures their safety, by adequately supervising children at all times	28/01/2023
ensure staff benefit from appropriate professional development opportunities and supervision, to ensure that they offer quality learning and development experiences for children, that promotes their positive attitudes to learning.	28/02/2023

Setting details

Unique reference number	EY388087
Local authority	Herefordshire
Inspection number	10233739
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	67
Number of children on roll	84
Name of registered person	Hunderton Neighbourhood Nursery & Kids Club Limited
Registered person unique reference number	RP528721
Telephone number	01432 263033
Date of previous inspection	21 December 2016

Information about this early years setting

Hunderton Neighbourhood Nursery & Kids Club registered in 2009. The provider employs 26 members of childcare staff. Of these, 20 staff hold an early years qualification of at least a level 2. The setting opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas and Easter. Sessions are from 8am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sophie Van Harten

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 inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke with the manager and deputy manager about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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