

Inspection of Patchwork Private Childcare

Rear of The Haven, Skates Lane, Sutton-on-the-Forest, YORK YO61 1HB

Inspection date: 24 November 2022

Overall effectiveness	Inadequate
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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 and well-being are not well supported by staff. A lack of a thorough risk assessment process compromises children's good health. For example, children play outdoors in dirty water that has not been changed for some time. Children are not encouraged to wash their hands when they come indoors. Children are not learning how to keep themselves healthy and follow good hygiene routines.

Children are not provided with a wide range of activities and experiences to support them to make further progress across all areas of learning. They often become restless and seek out attention from adults, as they are not provided with a stimulating environment. Despite this, children behave well and are kind to each other. For example, older children help younger children when they are unsteady on their feet.

Routines across the day do not help children to understand what comes next. They become confused about what is expected of them, as staff are not supported to implement a meaningful curriculum. That being said, children have their care needs met. Staff know when children are tired or need their nappy changing. This supports children to build bonds with staff.

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

- Staff do not use what they know about the children to plan effective learning opportunities. This does not help children to learn new skills and knowledge across all areas of learning. Staff do not fully understand why they are providing the activities for children. This means that some children are not fully supported to reach their next steps in learning.
- The provider acknowledges that, since the COVID-19 pandemic, some two-year-old children are delayed in their speech and language development. While they can describe how they expect staff to support these children, this is not seen across all staff practice. Staff do not regularly comment on children's play or talk to the children during adult-led activities. This limits the amount of language children hear to help them to develop a wide range of vocabulary. That being said, staff seek support from external agencies when children's language delay is significant.
- Staff introduce mathematical concepts to children. They count with them and talk about shapes and colours. They use words such as 'full' and 'empty'. This is helping children to develop their mathematical skills.
- Children do not have enough opportunities to help them to develop their independence. Most activities are too prescriptive and do not provide opportunities for children to think for themselves. In addition, children are not

always encouraged to do tasks for themselves such as getting ready to go outdoors or helping to serve themselves lunch and drinks. This is not helping them to prepare for school.

- The provider does not deploy staff effectively to ensure that qualification requirements are met. Difficulty in retaining staff has contributed to this and the provider acknowledges that this needs to be addressed to ensure that all children's needs are met at all times.
- Staff are not provided with regular and effective coaching and supervision sessions to help them to understand their roles and responsibilities. Staff are not motivated, as they do not get the support that they need to raise the quality of the provision for children. In addition, newer staff members do not receive a thorough induction to their role. This does not support them to make a positive contribution to the learning opportunities provided for children.
- Parents describe being happy with the provision and say that staff provide them with regular updates throughout the day via an online app about the activities their children have been doing. They also say that they are provided with daily information about meals and care routines. However, some parents acknowledge that they are concerned about the significant staff changes over recent months.

Safeguarding

The arrangements for safeguarding are not effective.

Staff understand the signs that a child may be suffering from harm or abuse and what they should do if they have concerns. This means that children receive the support they need swiftly. However, those with responsibility for safeguarding do not understand the correct procedure if an allegation is made against a member of staff. In addition, the provider is unable to provide records for some staff to demonstrate that they have checked their suitability.

Poor risk assessment procedures mean that the security of the building is not always monitored to ensure that no unauthorised persons can enter the building. In addition, there are occasions where there is not always a staff member present who holds a current paediatric first-aid certificate. This compromises children's safety.

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
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ensure appropriate risk assessments are completed to identify any hazards to children	09/12/2022
ensure that the good hygiene of children is promoted through adequate handwashing and cleaning of resources available to children	09/12/2022
ensure the security of the premises is risk assessed and monitored to prevent unauthorised access to the premises	09/12/2022
ensure that at least half of all staff working with children hold an approved level 2 qualification	09/12/2022
provide all staff with the support, coaching and training that they need to develop the level of knowledge and skills required for their roles and responsibilities	09/12/2022
provide effective induction for new staff members to help them to understand their roles and responsibilities	09/12/2022
develop a greater understanding of current child protection legislation, including the government's statutory guidance 'Working together to safeguard children', including managing allegations against staff	09/12/2022
ensure that all staff records relating to suitability are available to view at all times	09/12/2022
ensure that at least one person who has a current paediatric first-aid certificate is on the premises and available at all times when children are present.	09/12/2022

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

	Due date
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implement an ambitious curriculum that helps to build on what children already know and can do and suitably challenges those who need it	09/12/2022
ensure that staff are providing opportunities for children to develop their communication and language skills	09/12/2022
provide opportunities for children to develop their independence.	09/12/2022

Setting details

Unique reference number	EY346121
Local authority	North Yorkshire
Inspection number	10262497
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 9
Total number of places	30
Number of children on roll	40
Name of registered person	Patchwork (York) Limited
Registered person unique reference number	RP526713
Telephone number	01347 811655
Date of previous inspection	26 April 2019

Information about this early years setting

Patchwork Private Childcare registered in 2007. The setting employs five members of childcare staff. The manager holds a relevant early years qualification at level 3 and two further members of staff hold relevant early years qualifications. The setting opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Aimee Hill

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 provider 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 a joint observation of a group activity with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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