

# Inspection of Church House Day Nursery

The Old Registry Office, Brook Street, Kidderminster DY11 6RH

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Inspection date:

24 August 2022 - 16 September 2022

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## **Overall effectiveness**

## **Inadequate**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

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 are not always kept safe and protected from harm in this setting. This is because those designated to take the lead in safeguarding do not use their professional curiosity effectively enough where there are matters of concern about a child's welfare. They have not taken steps to consult with appropriate agencies, particularly to gain support and ensure that the correct procedures are followed when handling these matters. This means that the safety and welfare of children in this nursery cannot be assured.

Nevertheless, children in the pre-school room are inspired by the experiences on offer, which are linked to a favourite book. For example, children use petals and herbs to make their own pretend potions and discuss what spells they will cast. Others independently make their own play dough and clearly understand that too much water makes it sticky and know when they need to add more flour. Children are eager to talk about what they are doing, share their ideas and enjoy playing with their friends and staff in the role play area. Children behave well and show good listening and attention skills. For example, they thoroughly enjoy story sessions and are eager to adopt roles to act out stories and songs.

Younger children are given the time they need to explore the rich range of resources available. For example, toddlers are intrigued by the tea bags, which they add to the water and stir, making pretend cups of tea. Staff indulge their interests and help them get involved. Babies show high levels of engagement in their chosen play, and staff focus on increasing their communication skills. For example, babies use pots and pans, and staff help them explore the sound and often sing to them. Children are happy and build close relationships with staff.

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

- Leaders and managers are not sufficiently alert to signs and symptoms that indicate that a child may be at risk of harm. Therefore, they do not always follow the correct procedures or place high enough priority on ensuring the welfare of children.
- The two experienced deputy managers work well together to oversee some aspects of the running of the nursery during the recent sale of the setting. During the transfer, they have ensured minimum disruption to the quality of education provided to children. They have a good overview of the nursery, and teaching is consistently good. However, on occasion, staff in the toddler room focus too much on counting with children rather than providing a rich range of age-appropriate vocabulary.
- There is a good, coherently planned educational programme across all areas of learning. The prime focus is built around using children's interests and popular

books, which are incorporated into the daily planning, to inspire children to learn. In addition, staff regularly consult with parents about their children's experiences at home, and they skilfully use this information to ignite children's curiosity. For example, staff use children's interests in superheroes and dinosaurs to provide motivating learning experiences across the curriculum.

- Staff place a high focus on supporting children with special educational needs and/or disabilities. They work extremely closely with parents to help understand children's unique personalities and to help meet their needs. They provide good, targeted interventions, particularly in support of children who are waiting for speech and language appointments.
- Staff place a sharp focus on encouraging children to talk about differences and similarities with them. They teach children to respect others and to be kind. Children learn about the changing seasons. However, staff plan few opportunities for children to observe, explore and learn about plants and insects, to help further extend their understanding of the natural world.
- Staff talk to children about the importance of eating a healthy diet, and children learn about the importance of cleaning their teeth. They thoroughly enjoy physical activities, both indoors and outdoors. For example, babies and toddlers confidently use the steps, slopes and slides.
- Staff have a secure knowledge of how to support children's early literacy development through providing plenty of fun experiences. For example, all children benefit from activities to help strengthen their fingers and hands in preparation for writing. Even the youngest children enjoy making marks in a variety of ways.
- Strong partnerships are fostered with parents and detailed information shared with them about their children's daily care and progress. Parents report that their children are happy and that they are very pleased with the progress children make. They are impressed with the positive transition processes to support children with their move to another room. Staff are attentive to their children's individual needs, including any medical needs.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders and those designated to take the lead for safeguarding do not have a sufficient understanding of signs and symptoms that indicate that a child may be at risk of harm. They do not identify some of these indicators or follow good practice guidance to consult with the appropriate agencies within the local authority. This is because they have not reviewed their information effectively enough. However, staff have some understanding of basic child protection issues to help safeguard children. Procedures for recruitment and induction are effective, ensuring that staff are suitable to work with children. The nursery premises are safe, clean and suitable. Routine checks are made to help keep children safe in the environment. Detailed risk assessments are carried out to ensure children's safety on outings. For example, children wear high-visibility jackets, hold a walking rope and learn how to cross the road safely.

## 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
take action to ensure that those designated to take the lead in safeguarding have a robust knowledge and understanding of the possible signs and symptoms that indicate that a child may be at risk of harm or abuse	07/10/2022
develop understanding of child protection procedures and good practice guidance to ensure that the appropriate agencies are consulted and referrals of concerns are made correctly and without delay.	07/10/2022

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

- focus more precisely on professional development opportunities in the toddler room, to help staff consistently provide a rich range of age-appropriate vocabulary during their interactions
- support staff to gain a deeper understanding of how to provide increased opportunities for children to observe, explore and learn about plants and insects, to help further extend their understanding of the natural world.

## Setting details

<b>Unique reference number</b>	205425
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10116409
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 10
<b>Total number of places</b>	70
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Church House Day Nursery Limited
<b>Registered person unique reference number</b>	RP906317
<b>Telephone number</b>	01562 829273
<b>Date of previous inspection</b>	11 May 2016

## Information about this early years setting

Church House Day Nursery registered in 1982. The nursery opens from Monday to Friday, all year round, except for one week at Christmas and bank holidays. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 22 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 4, 15 hold a qualification at level 3 and five are unqualified.

## Information about this inspection

### Inspectors

Parm Sansoyer  
Suzanne Taylor

## Inspection activities

- This is the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the deputies and has taken that into account in their evaluation of the setting.
- The inspector and the deputy completed a learning walk together to check the safety of the premises and to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out three joint observations with the deputy.
- The inspector held a meeting with the deputies. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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