

Inspection of Whiz Kids Day Nursery

60 Innovation Way, Peterborough Business Park, Lynchwood, Peterborough PE2
6FL

Inspection date:

10 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

While children are happy and settled at this nursery, they do not receive a good quality education. Staff are not focused enough on individual children's learning needs as they plan, support and deliver activities. Therefore, children do not make the good progress, or better, that they are capable of.

Children are very friendly and eager to talk to visitors. They have lovely relationships with staff, which support their emotional well-being. Most of the time, children behave well. However, this changes when their play is frequently interrupted or they have to wait for extended periods while staff carry out routine tasks.

Children's communication and language development is promoted appropriately. Babies enjoy lots of spontaneous singing. Staff repeat back the sounds babies make and the words they attempt to say. Children enjoy books and sit happily with staff to share them. Children have an appropriate range of physical activities to promote the use of their large muscles and develop their balance and coordination. Babies learn to 'go up the steps and down the slide'. Pre-school children sequence actions, such as standing up, sitting down, turning around and jumping, to 'create a rhythm'.

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

- The provider and manager have focused on ensuring that ratios are met during recent staffing difficulties and that children, especially the babies, are cared for by consistent staff. However, this means that the manager works full time in one room and is unable to monitor practice effectively across the nursery.
- Many staff are new to the rooms they work in and are spending time getting to know the children. However, in the meantime, the curriculum in each room is not yet coherently planned or sequenced to ensure that each child benefits from meaningful learning opportunities to help them make good, or better, progress. For example, while staff do have an understanding of children's interests and general next steps, the planning of activities focuses too much on a theme for the week rather than how individual children's learning will be promoted. This limits the progress individual children can make.
- Where teaching is of better quality, children are engaged and actively learn through asking and answering questions, experimenting and predicting outcomes. For example, children make play dough with cornflour. They talk about mixing colours and what the mixture feels like. One child comments that they look like a 'funny, talking snowman' when they get covered in cornflour.
- Since the last inspection, staff now make better use of their additional rooms to provide children with extra play space and resources. Appropriate procedures

are in place to identify and seek support for children with special educational needs and/or disabilities.

- Outdoor play spaces are uninspiring. Outdoor resources are tired-looking, worn and uninviting. Staff do not plan specific outdoor activities. As a result, some children wander aimlessly, and staff do not use spontaneous opportunities, such as splashing in puddles, to promote children's learning and interest.
- The views of parents about the nursery are mixed. Some are happy with the care their children receive. Some are unhappy, specifically with the communication they get about their child's learning and development and how they can support their child's learning at home.
- Partnerships with other settings that children also attend have not been established. This does not help to provide children in this situation with consistency of care and education.
- Children are provided with a broad and nutritionally balanced range of meals and snacks, provided by an external company. This supports children's physical health.
- Appropriate procedures are in place for the administration of required medication and the acknowledgement and management of children's allergies or dietary requirements.
- Staff supervisions have been effectively implemented. The manager has plans in place for how she will continue with these moving forward, to help staff's professional development.
- Recruitment procedures are robust, which ensures that children are cared for by suitable people. Staff's ongoing suitability is also monitored. New staff receive an appropriate induction to enable them to understand their roles and responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

Staff refresh their safeguarding training each year. They are aware of the types of abuse and the indicators that may suggest a child is at risk from harm. Staff are clear about the need to report any concerns about a child or colleague and to whom. Risk assessments have improved since the last inspection, which helps to assure children's safety. There is a new and effective entry system which ensures that only those people identified as appropriate enter areas where children are cared for.

What does the setting need to do to improve?

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

	Due date
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provide parents with regular information about their children's learning and development as well as ideas about how they can support their child's learning at home	28/02/2023
establish a coherently planned and sequenced curriculum across the nursery and for the outdoor play spaces, to ensure that activities support individual children's learning and help them to make good progress.	28/02/2023

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

- support staff to understand and respect the importance of children being able to complete chosen activities to their own satisfaction, and to undertake routines in a way that does not interrupt this play
- find an effective way to monitor practice in all rooms to be able to identify and take action on any weaknesses in the quality of teaching and learning
- establish effective partnership working with other settings that children attend, to provide children with consistency in care and education when they attend more than one setting.

Setting details

Unique reference number	EY474203
Local authority	Peterborough
Inspection number	10252710
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	1 to 4
Total number of places	124
Number of children on roll	53
Name of registered person	Whiz Kids Lynchwood Ltd
Registered person unique reference number	RP533413
Telephone number	01733361290
Date of previous inspection	16 August 2022

Information about this early years setting

Whiz Kids Day Nursery registered in 2013. The nursery employs 10 members of staff. Of these, five members of staff hold appropriate early years qualifications at level 3 and one at level 2, and the manager holds an early years qualification at level 5. Three staff are unqualified. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round.

Information about this inspection

Inspector

Anna Davies

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to room leaders about what they want their age group of children to learn and how the curriculum is organised.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke to the inspector about the activities they were doing.
- The inspector held a meeting with the nursery manager, looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- A number of parents spoke to the inspector during the inspection and the inspector 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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