

# Inspection of Heritage Day Nursery

Unit 3, 280 Oxlow Lane, DAGENHAM, Essex RM10 8LP

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Inspection date: 20 December 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

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 safety cannot be assured. Staff do not implement suitable hygiene practices to ensure children's good health is maintained, particularly during nappy changing routines.

The manager knows what she wants children to learn at the nursery. However, staff are not successful in helping children to progress well in all areas of their learning. For instance, children are not always taught behavioural expectations during their play, which hinders the progress they are able to make in their social development. Nonetheless, children have suitable opportunities to develop in their independence, language and physical skills. Children also develop some skills for their future learning, including school. For instance, children learn to recognise their name and learn how to use writing tools with control. They develop well in their early literacy skills.

Children are visibly confident and happy. Staff are sensitive, caring and support children well when they are upset, to help support their emotional well-being. For example, when children cry, staff are quick to respond. They are reassuring and calm. However, overall, staff do not deploy themselves well throughout the day to provide some children with consistently good support in their learning and play. At times, children lose focus and are not meaningfully engaged.

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

- Staff fail to follow all safeguarding policies and procedures correctly to help maintain children's welfare, such as for hygiene. For instance, staff fail to change their gloves and do not clean the nappy changing mat in between each child's nappy change. This puts children at risk of cross-infection.
- Children develop their independence and perseverance suitably. Staff encourage children to do things for themselves and praise them when they achieve it. Children are proud of what they can do and develop their self-esteem levels well.
- At times, the manager does not ensure that staff are deployed well. This means that sometimes staff do not recognise and intervene when children need extra support in their play. For instance, when children become disengaged or need support with their behaviour. However, this weakness does not have a significant impact on children and, overall, children behave suitably.
- Overall, staff know their key children well and what they need to do to support children in the next steps of their learning. The manager works with other professionals to gain extra support for any children who may have special educational needs and/or disabilities or delays in their learning. However, the manager, who is also the special educational needs coordinator, does not ensure

that all staff are aware of all information shared from other agencies to fully provide consistency in children's learning experiences.

- Younger children enjoy the play activities staff plan for them. They have opportunities to join in with sensory experiences, such as sand and messy play, and use their hands to feel, scoop and pour. Staff successfully teach new words to describe how things feel. Children develop their hand muscles adequately. However, on occasion, some staff do not adapt their teaching well during activities to help provide suitable challenge for older children. This hinders the potential progress older children are able to make.
- Children have suitable opportunities to be active. They enjoy playing on large climbing equipment and develop their balance and physical skills. They eat healthy, nutritious food during mealtimes.
- Children have suitable opportunities to develop their language skills. Staff regularly sing with children and read stories with them. During story times, staff teach children the meaning of unfamiliar words to help support their understanding of new vocabulary. However, children with English as an additional language do not have regular opportunities to use and hear their home language in their play and learning to further aid their language development.
- Parents comment that they see their children are making progress at the nursery. They express that they receive guidance from the manager and staff to support some aspects of their children's development at home, such as for potty training. However, the manager and staff do not keep parents up to date about who their child's key person is and what their child is learning in the nursery. This means that children do not always have consistency in what they learn at nursery and at home.
- The manager monitors practice at the setting, such as through regular supervisions and observations of staff. She seeks feedback from other agencies, such as the local authority, to help develop practice. However, she has not been successful at recognising and addressing all weaknesses in practice, so swift action can be taken to improve the quality of care and education for children.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Poor hygiene practices mean that children's health and safety is compromised. However, the manager and staff know the possible signs that may indicate a child is at risk of harm and how to report their concerns. They also know what to do if any allegation is made about an adult working at the nursery. Staff complete regular training to keep their safeguarding knowledge up to date and are suitably qualified to fulfil their roles. Risk assessments are adequately completed of the premises to identify and minimise any potential risk to children. The premises are secure.

## **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:**

	<b>Due date</b>
ensure robust hygiene practices are implemented and followed by staff, particularly during nappy changing routines, to promote children's health and well-being	31/01/2023
ensure the effective deployment of staff at all times to improve the quality of children's learning experiences, particularly with regards to supporting children to manage their behaviour	31/01/2023
develop staff's understanding of how to manage children's behaviour and provide clear, consistent messages about expectations, particularly to foster children's good social development during play	31/01/2023
ensure staff know all necessary information other agencies share about children with special educational needs and/or disabilities to provide consistency in their learning	31/01/2023
improve staff's teaching skills to ensure that all children, particularly the oldest, have suitably challenging learning experiences that support their individual needs	31/01/2023
provide children with English as an additional language opportunities to use their home language in their play and learning	31/01/2023
ensure all parents know who their child's key person is and that parents are kept well informed about how they can support their children's development at home.	31/01/2023

## Setting details

<b>Unique reference number</b>	EY377560
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10259959
<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>	1 to 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	Akubueze, Muyibat Abeje
<b>Registered person unique reference number</b>	RP514333
<b>Telephone number</b>	02089840673
<b>Date of previous inspection</b>	6 February 2018

## Information about this early years setting

Heritage Day Nursery registered in 2008. It is based in Dagenham, in the London Borough of Barking and Dagenham. The nursery is open each weekday from 8am to 6pm all year round. The provider also offers an after-school club from 3.30pm to 6pm during term time. There are six members of staff. The provider, who is also the manager, has an early years degree. Four other staff have a suitable early years qualification at level 3. The provider receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Anneka Mundy

## 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 manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- 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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