

# Inspection of Guildhall Nursery and Preschool

Mansion House, 41 Guildhall Lane, Leicester, Leicestershire LE1 5FQ

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Inspection date: 18 January 2023

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## **Overall effectiveness**

## **Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous  
inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children are not supervised appropriately by staff. When children first enter the setting, they wander into the staff office and other rooms unsupervised. As staff are trying to find these children, they leave the main door of the setting open, creating a security risk. During lunchtime, children become distressed, as others take and eat their food without staff noticing. Staff fail to see children play with inappropriate equipment, such as emergency fire alarms, fire extinguishers and bins. Staff do not make their expectations about behaviour clear to children and fail to manage poor behaviour. Children push and hit each other and snatch toys from others.

Some staff and leaders do not have sufficient knowledge and understanding of the signs and symptoms that indicate a child may be at risk of harm. They do not know how to identify or escalate concerns they may have. Some leaders do not understand their responsibility in reporting allegations about other staff and do not take swift action when concerns are raised by other staff. Therefore, they cannot ensure children's safety.

Children receive a poor quality of education, as staff lack the necessary skills and knowledge to help them progress in their learning. Children, particularly those with special educational needs and/or disabilities (SEND), spend much of their time wandering the room, unoccupied and unsupported. Children spend long periods of time without communication from staff. During a walk around the city centre, some staff push pre-school children in pushchairs that are not age-appropriate, and they do not interact with them at all. Older children do not learn vital independence skills or good table manners. For example, staff put their shoes and coats on for them and do not encourage them to remain seated during meals.

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

- Leaders do not deploy suitably qualified and trained staff to ensure that all children are supported in their learning and development, including those with SEND. Most staff lack the skills and knowledge needed to provide engaging and purposeful learning experiences. Resources and activities staff provide lack challenge and are not engaging.
- Leaders do not ensure that children are kept safe. They allow staff to take children on a walk without a member of staff with sufficient first-aid knowledge or training. They do not ensure that staff take younger children outdoors or on outings daily, which has a significant impact on opportunities to develop their physical skills.
- Staff in the pre-school room sing songs as children wander off around the limiting environment, and others do not listen or join in. When children try to

build a tower, staff do not interact with them to further their play, and other children soon knock it over, upsetting them. Therefore, children only play for a short time before becoming bored, and any learning is incidental.

- Most staff do not adapt their interactions to meet the needs of children. They do not focus on what children, as individuals, need to learn next. Therefore, children do not learn from these conversations. For example, during a walk in the city centre, staff start counting to 20 sporadically. They comment on items children can see in shops but do not give them time to discuss this any further. However, some staff working with younger children talk to them about what they have for lunch and what they are playing with.
- Staff do not set age-appropriate boundaries for children. They do not support children's behaviour during daily routines. At lunchtime, some children do not wash their hands before eating, as they do not know what is happening. While preparing for a walk, children place their hands into a walking-aid rope. However, they push and pull this as they walk down the stairs, nearly tripping their friends, which upsets them, until a child shouts, 'stop'.
- Leaders do not identify or address weaknesses in staff practice, including ensuring that staff adequately supervise children to keep them safe and well. Staff, particularly those with less experience, do not receive training or support to improve. Furthermore, leaders do not identify or provide training to rectify gaps in the manager's skills and knowledge. Subsequently, leaders do not develop a good enough understanding of how to monitor staff practice. Therefore, leaders do not ensure a good quality care and education for all children.
- Leaders do not gather all important information from parents or carers when children start, in order to meet their needs. Some children start without staff knowing their name. Parents do not know who their child's key person is or who they spend time with during the day. Parents are happy with the setting, but explain that children do not learn.

## Safeguarding

The arrangements for safeguarding are not effective.

Some staff and leaders do not have a secure understanding of their roles and responsibilities to safeguard children. They do not know the signs and symptoms of possible child abuse and are not aware of when, or where, to report such concerns. They do not know or follow the policies and procedures they have in place in the event of a child protection concern, including allegations about staff. Therefore, concerns are not always acted upon in a timely manner. Staff do not supervise children effectively, to keep them safe and well. They fail to keep the main entrance secure from visitors and unchecked people. Leaders do not make sure that there is a member of staff with appropriate first-aid training with children during outings, which leaves them at risk of an injury not being dealt with appropriately. They are not all aware of staff who do not have a Disclosure and Barring Service check, and therefore leaders cannot ensure the suitability of staff who are left alone with children.

## 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
train all staff and leaders so they understand and implement safeguarding policies and procedures effectively	10/02/2023
ensure supervision arrangements are in place that provide effective support, coaching and training for all practitioners in order to identify and improve poor practice	10/02/2023
ensure at least one suitable person with a current paediatric first-aid certificate is on the premises and available at all times when children are present and accompanies children on all outings	10/02/2023
ensure key persons working with children understand and meet the needs of every child in their care, including children who may need additional support	10/02/2023
ensure children's behaviour is managed appropriately and they are supported to understand what is expected of them	10/02/2023
ensure the required number of qualified staff is in place and that staffing arrangements, including how staff are deployed, meet the needs of children at all times	10/02/2023
ensure all children have access to outdoor activities daily	10/02/2023
ensure all staff working unsupervised with children are suitable to do so.	10/02/2023

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

	<b>Due date</b>
provide a clearly planned curriculum in order to build on what children know and can do.	10/02/2023

## Setting details

<b>Unique reference number</b>	EY557987
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10267450
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Stars In The Making Day Nursery Ltd
<b>Registered person unique reference number</b>	RP557986
<b>Telephone number</b>	0116 4296607
<b>Date of previous inspection</b>	12 May 2022

## Information about this early years setting

Guildhall Nursery and Preschool registered in 2018 and is located in Leicester City Centre. The setting opens Monday to Friday, from 7am until 6pm, 51 weeks of the year, closing only for bank holidays and a week at Christmas. The setting employs five members of staff, two of whom hold early years qualifications at level 3 and above. The setting offers funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The manager and inspector observed and evaluated an activity.
- The inspector observed staff and children of all ages through the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- Parents' and carers' views were taken into consideration.
- A sample of documents were reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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