

Inspection of Nuffy Day Nursery - Cottingley

Cottingley Manor, Cottingley New Road, Bingley BD16 1TZ

Inspection date: 2 December 2022

Overall effectiveness	Inadequate
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, safety and welfare are compromised due to significant weaknesses in safeguarding practice. Leaders do not consistently implement the setting's child protection policies and procedures in practice. For example, they do not always recognise and respond to the signs and indicators of abuse when they present themselves. This does not help to safeguard children and protect them from harm.

Children are not adequately supervised by staff. For example, staff working in the toddler room and pre-school are not deployed effectively. They do not remain vigilant and aware of what children are doing during their play. This leads to some children walking around the setting aimlessly, becoming bored and frustrated with their friends. This has a negative impact on some children's emotional well-being, confidence and self-esteem.

Children do not receive an acceptable quality of education, overall. This is because staff working in the toddler room and pre-school do not understand how to support and promote children's learning. Staff do not interact and engage effectively with older children during their play and adult-led activities. They do not understand how to help build on what children already know and can do. As a result, some older children, including those with special educational needs and/or disabilities (SEND), do not receive the individual support that they need in their learning. That said, babies benefit from good-quality interactions with staff and the educational programmes on offer.

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

- The manager and leaders do not have a clear enough oversight into the operation of the setting. They have failed to identify and address areas of weakness in staff practice. This has led to several breaches of the statutory requirements.
- The culture for safeguarding children is poor. The manager and staff do not use their professional curiosity to help gather key information about children's individual circumstances. As a result, they do not have key information to help them decide if a child might be at risk of harm. This has the potential to delay a child from receiving the help that they need from the earliest point.
- The manager and staff do not consistently implement the setting's medication policy and procedure in practice. For example, staff do not gather key information about the name, dose and reasons why the medicine is required. They do not always obtain written permission from parents to administer a specific medication to a child. This compromises children's health in the event they are administered the incorrect dose or medication.

- The manager and staff do not keep sufficiently detailed information and records to ensure the safe and effective management of the setting. They do not accurately update children's individual health and care plans, for example when they are made aware of a new allergy or changes to children's dietary requirements. This compromises children's safety in the event they are given foods that they are allergic to.
- Staff are not deployed effectively. They fail to recognise and respond appropriately to instances where children push, shout and nip their friends. As a result, children's behaviour is not managed effectively and those who become upset do not receive the emotional support that they need.
- The manager and staff regularly attend meetings with parents and external professionals involved in a child's care. They share ideas about ways to support children's learning and plan their next step learning targets. However, staff working directly with children do not consistently implement their individual learning plans and targets in practice. Therefore, some children, including those with SEND, do not make the levels of progress of which they are capable.
- Children are provided with healthy meals and are physically active. However, staff working in the toddler room and pre-school do not prioritise children's hygiene. For example, they do not remind children to wash their hands before mealtimes. They do not respond when children put their hands inside the self-service bowls after putting them in their mouth. Children are left for long periods of time with runny noses, or food colouring and paint on their face and hands. This does not help to minimise the spread of infection and ensure the good health of children.
- Staff working with babies support their emerging communication and language skills well. Babies listen intently to staff as they read stories and join in with actions while singing nursery rhymes. Staff babble to babies and encourage them to repeat words back during care routines and play. However, staff working with older children do not provide them with the same level of opportunities to develop their communication and language skills.

Safeguarding

The arrangements for safeguarding are not effective.

Staff have a clear understanding of how to identify the signs that indicate a child might be at risk of harm. They take prompt action to share any child protection concerns with the setting's leaders. However, appropriate action is not then taken to share this information with the relevant agencies, where required. Documents used to record concerns about children are vague and lack rigour. The manager and staff do not always include enough detail about the concern, any steps taken and the outcome. This means key information and records are not available to all those who require access to them in the manager's absence. This does not help to safeguard children and protect them from risk of harm.

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
implement the setting's child protection policy and procedure in practice, and take prompt action to share concerns about a child's welfare with the relevant agencies, where required	09/12/2022
implement the setting's policy and procedure for administering medications to children, and ensure staff gather key information about the name, dose and reasons why the medicine is required, and obtain written permission from parents	09/12/2022
ensure staff keep an accurate and up-to-date record of children's dietary requirements and allergies	09/12/2022
ensure accurate and sufficiently detailed records are kept for each child, and made available to those who require access to them	09/12/2022
ensure staff are deployed effectively and are aware of what children are doing during their play, so that they remain safe and their individual care and learning needs are consistently met	09/12/2022
ensure staff respond and manage children's behaviour appropriately so that they remain safe and their emotional needs are met	09/12/2022
ensure staff consistently implement robust and thorough hygiene and care practices to promote the good health of children.	09/12/2022

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

	Due date
implement an ambitious curriculum that helps to build on what children already know and can do, in order for them to make good levels of progress	06/01/2023
make sure staff consistently implement children's individual learning plans in practice, with particular regard to those with SEND	06/01/2023
ensure staff know and understand how to engage and interact with children effectively during their play and adult-led activities, to support children's development in all areas of learning.	06/01/2023

Setting details

Unique reference number	EY552604
Local authority	Bradford
Inspection number	10266006
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	57
Number of children on roll	40
Name of registered person	Nuffield Health
Registered person unique reference number	RP905010
Telephone number	01274 568329
Date of previous inspection	8 October 2019

Information about this early years setting

Nuffy Day Nursery - Cottingley registered in 2017 and is situated in BIngley. The nursery employs 16 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jennifer Dove

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to children, parents and staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during snack time and group activities.
- 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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