

Inspection of Gloria's Day Nursery Ltd

35 West End, Ashwell, BALDOCK, Hertfordshire SG7 5PH

Inspection date:

1 February 2023

Overall effectiveness

Inadequate

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 safety and well-being are not assured. Security procedures within the nursery are not robust. The provider does not ensure they always meet the minimum staff qualification and ratio requirements. Staff are not deployed effectively and, as a result, babies do not benefit from a good early years experience.

Children happily arrive at the nursery. Once inside, they wave to greet the staff. They know the routines well and know to take off their shoes and find their slippers. Older children enjoy a story as they wait to move into their room. Once in their own room, they quickly settle into an array of activities that motivate and interest them. Some children delight in making whales from their own handprints. They discuss the feeling of the paint on their hands.

Older children work together to make tall towers out of building blocks. They confidently tell visitors that their towers are so tall they are 'giant'. Children use the blocks against their bodies to compare how tall they have made them. However, babies do not benefit from the same good-quality experiences. Staff do not understand how babies develop and learn. They focus on promoting their fine motor skills rather than building on the skills the babies need to learn next.

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

- Staff fail to make sure that the premises are secure enough to stop unauthorised persons from gaining entry to the nursery. Staff do not close the entrance door, allowing people to enter the building unchallenged. The provider does not make sure that the staffing arrangements are managed in a way that ensures the qualification and ratio requirements are met at all times. This is a requirement of the 'Statutory framework for the early years foundation stage'.
- Leaders plan to implement regular supervision meetings for staff, to help identify weaknesses in the quality of education. However, this is not embedded in practice. This sometimes leads to variable quality of interactions and support for children's learning, particularly in the baby room.
- The provider does not ensure that staff are deployed appropriately. In the baby room, there is a lack of staff who are suitably qualified and experienced. This means that babies' needs are not always met. Less experienced staff do not consistently engage babies in meaningful learning experiences that are linked to their developmental needs. Babies do not benefit from effective back-and-forth interactions that help lay firm foundations for their language and cognitive development.
- Older children focus intently during story time. Staff encourage them to recall the events of the story and predict what will happen next. Staff challenge

children to think critically to work out why the characters in the book are using a rope to pull a bus. Children study the pictures carefully and tell them that they need to pull the bus out of the hole in the road with the rope. This helps children to develop their concentration skills and supports a love of books.

- Older children are motivated learners. They enjoy learning about the different animals in Antarctica. They learn about the parenting roles of some of the animals and confidently tell adults that 'the daddy penguins look after the babies, and the mummy penguins collect the fish.' Children are supported to learn new words as they play with play dough. Staff introduce words such as 'squishy' and 'soft' to help extend children's growing vocabulary.
- Children behave well. They share resources and play cooperatively with their friends. Staff give gentle reminders to help children remember to use their manners. Children follow instructions and understand the daily routine. They are given timely reminders that the activity is going to change. This helps children to bring their play to a satisfactory end. Children's rooms are set out for children to freely access the resources available to them. This helps children to make independent choices about what they would like to play with.
- Partnerships with parents are positive. Parents value the written daily feedback that they receive. They appreciate the support and tips that the provider gives them about key issues such as potty training. Parents report that their children are happy in the nursery. However, not all parents are aware of their children's next steps to continue supporting their learning at home.
- Children have the opportunity to play out in the garden daily. They enjoy playing with the sand as they fill and empty containers. Children delight when they fill their moulds and can identify the shapes they have made. Other children learn to balance bean bags on their heads while riding the wheeled toys.

Safeguarding

The arrangements for safeguarding are not effective.

Security is not the highest priority for all staff. They fail to ensure that they close the entrance door to stop unauthorised persons from entering the building. Staff can identify some types of abuse and understand how to report concerns they have about a child or the practice of a colleague. However, despite all staff completing safeguarding training, their knowledge of all safeguarding concerns, such as county lines, is weak. This compromises children's welfare. Leaders have processes in place to ensure that those working with children are suitable to do so.

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
ensure that the premises remain secure at all times to prevent unauthorised persons entering the nursery	20/02/2023
ensure that ratio requirements are always met	20/02/2023
ensure at least one member of staff holds an approved level 3 qualification and has received training that specifically addresses the care of babies	20/02/2023
establish a system of regular supervision for staff to support and monitor their performance and improve their practice	20/02/2023
monitor and improve teaching practice to ensure that babies benefit from consistently good-quality teaching and learning that meets their developmental needs	20/02/2023
ensure that all staff, including leaders, have an up-to-date knowledge of safeguarding, including issues such as county lines	20/02/2023
ensure staff are deployed effectively so that all children's needs are met.	20/02/2023

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

- give parents ideas and suggestions about how they can continue to support their children's learning at home more consistently.

Setting details

Unique reference number	146858
Local authority	Hertfordshire
Inspection number	10276999
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	50
Number of children on roll	25
Name of registered person	Gloria's Day Nursery Ltd
Registered person unique reference number	RP523346
Telephone number	01462 742219
Date of previous inspection	25 September 2019

Information about this early years setting

Gloria's Day Nursery Ltd registered in 1995. The nursery employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Shelly McDougall

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.

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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