

Inspection of The Stables Day Nursery Swinton Ltd

348 Moorside Road, Swinton, MANCHESTER M27 9PW

Inspection date: 12 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	Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's education, well-being and safety are compromised. Leaders do not have the capacity to implement effective improvements in practice. Leaders have previously made assurances to Ofsted that actions were being taken to discourage children from behaving in a way that harms others. However, the actions taken have been insufficient or ineffective, as children push and hit each other while staff do not take any action. Children pile on top of one another on the floor and run around indoors. When children tell staff they have been hurt, staff do not take action to avoid it happening again. This may put children's welfare at risk.

Care routines do not meet children's emotional needs. Leaders recognised that staff needed support to ensure children were cared for appropriately when settling them to sleep. However, meal and nap times are stressful for children. They are made to sit at the table for a long time waiting for their meal. As a result, they become agitated and upset. As children finish lunch they are told 'go find your bed and lie down'. Staff do not have sheets, blankets and dummies ready for children and some children become upset. Staff are not consistent in their responses to children. Some children are rocked, patted or played with while others are told to simply lie down. This does not help children to feel safe and secure.

There are some strengths in the nursery. Care in the baby room is warm and attentive. Staff know the babies well and support them to learn and develop while following their interests. Babies show they feel secure as they snuggle into staff. Staff in the 'Little Steps' room read engagingly to children. Children smile as they join in with the actions to their favourite songs. Children demonstrate they feel secure and safe with staff as they approach them for comfort or a story. As a result, children are confident to explore their surroundings in the 'Little Steps' room.

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

- Leaders do not plan for children to make progress across all areas of learning. Though the manager aspires to have children learn through play, staff do not guide their learning or plan stimulating and engaging activities. As a result, children do not acquire sufficient knowledge or skills to prepare them for further learning.
- Staff do not use effective assessment to plan children's next steps. For example, staff plan activities based on what children enjoy at home without consideration for what they know and can do. As a result, staff do not know which areas children need to make progress in. However, support for children with special educational needs and/or disabilities is strong. The special educational needs coordinator ensures effective plans are put in place to support children. As a

result, their progress is tracked effectively to ensure they make the progress they are capable of.

- Leaders have implemented some policies and procedures to manage the risks to children with food allergies and intolerances. However, leaders have also allowed staff to adopt their own ineffective procedures, which puts children with dietary requirements' welfare at possible risk.
- Leaders report that staff have previously left children unsupervised for a short period. Leaders acknowledge that children were at risk of harm. The incident was not reported to Ofsted, which is a requirement of the provider's registration. However, leaders took prompt action to address this breach and to prevent a similar incident occurring in the future.
- Some staff do not support children to behave appropriately. When children behave in a disruptive or dangerous manner, staff do not respond consistently. Consequently, children are not learning the difference between right and wrong. Staff's failure to manage behaviour also affects children's ability to learn because they cannot concentrate on tasks for very long. Staff do not support children to understand why their behaviour is unacceptable and they sometimes laugh as children behave in a dangerous way. On several separate occasions, parents complain that their children are hurt by other children repeatedly. Leaders recognise that staff need support to manage challenging behaviour but it is clear their actions have been ineffective in discouraging behaviour that causes harm to others.
- Staff do not support children's personal development. They do not give clear messages that support healthy choices. For example, a member of staff tells a child 'that will make you big and strong' as he eats a chocolate biscuit. No guidance is given to ensure lunches brought from home are nutritious and balanced. As a result, children are not supported to understand how they can keep themselves healthy.
- Leaders are reflective and know some of the key areas where practice needs to improve. For example, leaders know quality of practice is affected by their difficulty in recruiting experienced and dedicated staff. In response, they have created an induction programme that identifies the knowledge and experience staff need to provide a good standard of education and care. However, leaders have not ensured that practice is improving through regular observation and effective coaching. Staff do not receive the support they need to achieve and maintain a good standard of practice. As a result, children do not receive the quality learning experiences and support they need to make good progress.

Safeguarding

The arrangements for safeguarding are not effective.

There are risks to children's health and safety. Leaders and staff do not respond consistently to issues to ensure children are safe. Staff do not take action to protect children from being hurt by others or respond appropriately when children say they have been hurt. This does not help children to feel safe, secure and respected. Staff are knowledgeable about the signs and symptoms of abuse. They

know the action to take if they have any concerns. Staff also understand the whistle-blowing policy. Staff know who to contact if they have concerns about a child's safety or well-being. Staff hold paediatric first-aid certificates and demonstrate an understanding of how to respond in a medical emergency.

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
establish effective systems of support, coaching and training to secure continuous improvements in practice	06/01/2023
implement an effective behaviour management policy to create a safe environment for learning and care	06/01/2023
support staff to establish secure routines that promote children's emotional security and health	06/01/2023
support staff to implement policies that ensure meals and snacks are nutritious and meet individual dietary requirements.	06/01/2023

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
plan a broad and ambitious curriculum based on what children know and can do and determine the most effective methods to guide children's learning further.	06/01/2023

Setting details

Unique reference number	EY452380
Local authority	Salford
Inspection number	10235945
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	0 to 4
Total number of places	52
Number of children on roll	0
Name of registered person	The Stables Day Nursery Swinton Limited
Registered person unique reference number	RP905200
Telephone number	01617943339
Date of previous inspection	12 December 2016

Information about this early years setting

The Stables Day Nursery Swinton Ltd registered in 2012. The nursery employs 22 members of childcare staff. Of these, two staff hold a level 6 qualification, two hold level 5, nine hold level 3 and five hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Natalie Myatt

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.
- The manager took the inspector on a learning walk. The inspector asked about the curriculum and what they want their children to learn.
- The inspector spoke to children during the inspection.
- Staff spoke to the inspector at appropriate times during the inspection and the inspector took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this was having on children's learning.
- The inspector observed mealtimes and other routines and assessed the impact this was having on children's well-being.
- The manager and inspector carried out a joint observation together.
- Parents and carers shared their views about the setting with the inspector. The inspector also viewed complaints made by parents.
- The managers and a director held discussions with the inspector.

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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