

# Inspection of ABC Daycare

Former Aylestone Library, Richmond Road, Leicester LE2 8BB

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Inspection date: 14 February 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

Good

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

### The provision is inadequate

Children's safety is potentially compromised, as some staff do not have a secure knowledge and understanding of how to safeguard children from harm. Children are not able to play in a comfortable environment, as the setting is not maintained at a warm enough temperature to support their health and well-being. Staff do not have a good enough understanding of how children learn or how to plan for their individual needs. Children are not supported to develop their communication and language skills, particularly those who speak English as an additional language (EAL). Staff focus on children who use speech well but do not always speak to children who are silent or not able to talk confidently. This hinders the progress these children make. The manager does not recognise weaknesses in staff practice or offer appropriate training, coaching and support to help them develop their skills and knowledge.

Despite these weaknesses, children enter the setting confidently and enjoy their time there. They form positive relationships with staff. Most children behave well, and staff praise them for even the smallest of achievements, such as washing their hands without being asked. However, staff are not confident in dealing with inappropriate behaviour of children with special educational needs and/or disabilities (SEND). When children do not want to do something, staff ask them to try. The children then begin to cry, and staff pick them up to console them. As a result, children are not supported to learn right from wrong or how to manage their behaviour.

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

- Staff do not have a good enough understanding of the setting's safeguarding policy and procedure. Some staff cannot explain how to identify children who may be at risk of harm. They do not know who to report concerns to or how to recognise children at risk of extremist views or radical ideas. This has the potential to delay any action that may be needed to keep children safe.
- The provider and manager do not ensure the temperature of areas children have access to is maintained appropriately. Staff wear additional clothing, and children sometimes remain in their coats to be sure they do not get cold. The low temperature affects children's ability to focus on play, as they are not warm enough. This does not support children's good health and well-being.
- Staff do not ensure that children have daily access to the outdoors for fresh air and exercise, which is a requirement of the 'Statutory framework for the early years foundation stage'. Children are unable to explore and develop their large-muscle skills. They are not supported to further develop their good health because of this oversight in staff's planning.
- Staff working with children lack key knowledge of their interests and abilities.

They do not plan and implement a curriculum to support their next steps in learning. Consequently, play activities and learning opportunities for all children are poor, and they do not make the progress they are capable of.

- Staff do not understand how to support children to learn. For example, as children roll and use cutters in the play dough, staff do not help children further extend their learning as they play. This results in children becoming bored, disengaged and moving away from the activity.
- The manager does not monitor staff's practice well enough to ensure weaknesses in teaching are identified. Consequently, staff who have a poor understanding of how children learn and develop are not supported to develop their knowledge and teaching skills. This leads to poor teaching and implementation of activities.
- Staff do not consistently manage children's behaviour. When children demonstrate unwanted behaviour, staff do not use strategies to help them to understand and learn to behave well. Staff pick children up and cuddle them rather than helping them to address what needs to change.
- Children's communication and language skills are not well supported, including children who speak EAL. Staff focus their attention on children who use speech well and forget to include children who are less confident to join in conversations. They do not ensure children have opportunities to widen or develop their vocabulary. For example, during a play dough activity, staff mainly supervise children and only speak to them occasionally. They do not use a wide range of language to help build children's listening, understanding and speaking skills.
- Staff support children's personal hygiene appropriately. Children wash their hands before snacks and meals and after using the toilet.

## Safeguarding

The arrangements for safeguarding are not effective.

Some staff are not secure in their knowledge and understanding of the setting's safeguarding procedures. They cannot explain what might give them cause for concern or how to identify children who may be at risk of harm. This gap in knowledge potentially impacts children's safety and welfare. The manager works well with other agencies and knows how and when to report concerns about the children who attend the setting. Risk assessments are used by staff to identify and minimise risks. However, the manager does not use them to assess the risk to children's health regarding the cold temperature of the setting. Safer recruitment procedures are followed to ensure that all those working with children are suitable.

## 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:**

	Due date
ensure all those working with children have a thorough understanding of the safeguarding policy and procedure, including 'Prevent' duty, in order to be able to identify children who may be at risk of harm	28/02/2023
ensure the areas used by children are maintained at an appropriate and safe temperature to support their good health and well-being	28/02/2023
ensure every child has access to outdoor play and activities every day	28/02/2023
ensure staff implement a suitably challenging and ambitious curriculum that takes account of the individual needs and stage of development of all children and what they need to learn next	14/03/2023
ensure staff practice is monitored effectively and provide appropriate coaching, support and training to improve staff's knowledge and teaching skills	14/03/2023
ensure staff use effective and consistent strategies to set appropriate boundaries for all children's behaviour	28/02/2023
ensure staff develop the skills and knowledge they need to promote children's communication and language skills effectively, including for children who speak EAL and those with SEND.	14/03/2023

## Setting details

<b>Unique reference number</b>	EY492508
<b>Local authority</b>	Leicester
<b>Inspection number</b>	10263450
<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 4
<b>Total number of places</b>	27
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	ABC Leicester Limited
<b>Registered person unique reference number</b>	RP904155
<b>Telephone number</b>	01163 195830
<b>Date of previous inspection</b>	2 May 2017

## Information about this early years setting

ABC Daycare registered in 2015 and is located in Aylestone, on the outskirts of Leicester City. The setting employs four members of childcare staff. Of these, three hold early years qualifications at level 3. The setting operates Monday to Friday, from 8am until 6pm, all year round, closing for bank holidays and one week at Christmas. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Alexandra Brouder

## 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.
- The manager completed a learning walk with the inspector and discussed the early years curriculum and the impact this has on children's learning.
- The inspector spoke to the children and the staff and observed their interactions.
- The inspector observed the quality of education indoors and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector viewed documentation to demonstrate the suitability of staff.

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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