

# Inspection of Old Sarum Nursery

Old Sarum Community Centre, Old Sarum, SALISBURY SP4 6GH

---

Inspection date: 8 February 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
------------------------------	-------------------

---

The quality of education	<b>Inadequate</b>
--------------------------	-------------------

Behaviour and attitudes	<b>Inadequate</b>
-------------------------	-------------------

Personal development	<b>Inadequate</b>
----------------------	-------------------

Leadership and management	<b>Inadequate</b>
---------------------------	-------------------

Overall effectiveness at previous inspection	Outstanding
--	-------------

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

### **The provision is inadequate**

The manager and staff are not doing enough to ensure that all children make good progress in their learning and development and that safeguarding practices are effective. Children do not benefit from a positive experience at the nursery. Weaknesses in leadership and management have a significant impact on children's safety and welfare. The manager, who is also the designated safeguarding lead, has not maintained records relating to some child protection issues. She does not ensure that staff follow safeguarding policies. The provider has not provided Ofsted with the necessary information required to check the suitability of all committee members. The manager and staff do not do enough to maintain suitable room temperatures to ensure that children can play in a warm environment.

The manager does not monitor staff practices well enough and, therefore, does not have a clear enough picture of where improvements in staff practice are needed. Staff do not ensure that teaching targets children's next steps in learning. Staff do not support children's development effectively, including children with special educational needs and/or disabilities (SEND) and children who learn English as an additional language (EAL). Staff have some ideas of what they want children to learn. However, they do not deploy themselves successfully to help children achieve and build on their learning. While some staff interact with the children, for example, through reading stories or singing rhymes, they do not provide consistent support to keep all children interested and motivated. Children with SEND spend a lot of time without adult interaction or support. At times, children wander around and flit between activities. Parents do not receive the information they need to understand and support their children's learning.

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

- The manager has failed to ensure that there are secure safeguarding arrangements in place. In addition, not all committee members have completed the necessary suitability checks. While committee members have little direct contact with the children, they participate in meetings and discussions which contain personal or confidential information.
- The manager does not ensure that she deploys staff effectively to keep children safe and support their learning. For example, this results in staff who prioritise routine tasks during mealtimes. As a result, there are insufficient staff to meet children's care needs well, and children are sometimes left without staff supervising them while they are eating. Staff do not recognise when food may pose a choking hazard to children. During activities, staff do not ensure that all children are able to participate during group activities, for example, listening and joining in with action songs.
- The manager does not ensure that when staff identify the temperature of the

playroom is too cold, she takes steps to warm the nursery up. Children report they are cold and staff fail to act on this. Staff change children's nappies on a changing mat situated on the floor of the cold toilets.

- Staff provide some opportunities for children to become independent. For example, older children begin to put on their coats themselves and go to the toilet on their own. Children make choices in their play. For instance, the younger ones enjoy playing with malleable dough. Older children enjoy climbing on outdoor climbing equipment.
- The management team identifies children with SEND and children who may require additional support. Members of the team seek advice from outside agencies. However, the management team does not ensure that staff have the skills to support children with SEND. Children are disengaged in their learning and do not make the progress of which they are capable due to the lack of interactions and engagement from staff.
- Staff lack awareness of the importance of children using their home language alongside English to support their communication skills. Children with EAL risk falling further behind in their education as they spend long periods of time with minimal staff interaction.
- The manager does not ensure that there are effective systems in place to enable a two-way flow of information with parents so that parents know where their children are in their learning and development and how they can support them at home. Parents explain that staff have referred their children to other professionals for further support. However, staff have failed to help parents understand why.
- The manager has a system in place for the supervision of staff, but this has not been successful at tackling weaknesses in their practice. This is because she does not do enough to observe staff when they are working with the children and, therefore, does not have an accurate picture of how well they are implementing the curriculum. For example, children are not learning right from wrong as staff are not providing them with explanations to help them understand the impact of their behaviour. Staff do not provide explanations or help children to understand and learn how to manage their emotions. They do not support children to learn to share, take turns and manage their behaviour.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff know the procedures to follow if they have concerns about the children in their care. However, when they have raised concerns to the manager, she has failed to act on these to protect children from harm. The manager does not keep records of her contact with outside agencies where there are concerns about children. In addition, the manager has not considered the security risks to staff using their personal laptops when accessing children's confidential information online at home. Staff do not ensure that parents do not use their mobile phones and cameras within the setting. They do not stop parents from taking photos using their mobile phones in the playroom while children are present. The manager does

not ensure that staff are deployed effectively to supervise children closely when they are eating, to help keep them safe.

## What does the setting need to do to improve?

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

	<b>Due date</b>
provide Ofsted with the relevant information so that they can carry out the necessary checks on all committee members to determine their suitability to fulfil their roles and responsibilities	22/02/2023
ensure that the designated safeguarding lead and all staff have up-to-date knowledge of safeguarding issues, including maintaining child protection records, using mobile phones and cameras in the setting, and the security risks when accessing children's confidential information online	22/02/2023
ensure staff are deployed effectively to meet children's needs so that they are always supervised and safe	22/02/2023
ensure that the premises are fit for purpose and suitable for the children being cared for, with particular regard to the temperature of the rooms	22/02/2023
implement effective arrangements so that children with SEND receive the support and challenge they need to help them achieve and make good progress in their learning and development	08/03/2023
ensure that all children who learn EAL receive the support they need to hear and use their home language in their play and learning, to develop their communication and language	08/03/2023

<p>ensure that effective systems are in place to enable a two-way flow of information with parents so that they have a full understanding of where their children are with their learning and development and how they can support them at home</p>	<p>08/03/2023</p>
<p>provide staff with effective supervision, coaching and support to improve the implementation of the curriculum to provide children with positive interaction and challenge that targets what they need to learn next.</p>	<p>08/03/2023</p>

## Setting details

<b>Unique reference number</b>	EY489707
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10264608
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Old Sarum Nursery
<b>Registered person unique reference number</b>	RP904959
<b>Telephone number</b>	01722 415598
<b>Date of previous inspection</b>	20 June 2017

## Information about this early years setting

Old Sarum Nursery registered in 2015. A committee of trustees manage the nursery, which is one of two owned by the same provider. The nursery operates from the community centre opposite their other nursery and a school in Salisbury, Wiltshire. They are open Monday to Friday, from 8.30am to 2.30pm, during term time. The nursery employs seven staff members who work directly with the children. The manager holds an appropriate childcare qualification at level 6. Five other staff members hold an appropriate childcare qualification at level 3 and one is unqualified. The nursery receives funding for free early years education for children aged two and three years.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 joined the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspector during the inspection.
- The inspector talked to parents and staff at appropriate times during the inspection and took account of their views.
- The provider and the inspector carried out a joint observation of an activity indoors.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023