

Inspection of The Green Umbrella Day Nursery

114a Milton Road, Weston-super-Mare, Avon BS23 2UW

Inspection date: 31 January 2023

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

Leaders do not provide staff with adequate support and guidance. As a result, children are not always kept safe or consistently provided with good quality experiences to support their learning. Leaders have not developed a curriculum that meets the needs of children in the toddler and pre-school rooms. They do not have a good enough understanding of the quality of staff practice within the nursery. Leaders have not identified the inconsistencies in teaching or put in place effective induction and professional development to support staff. The lack of a suitable curriculum and weak staff practice limits opportunities for children to reach their full potential.

Children are not always supported to begin to understand how to keep themselves safe. For example, when children balance on planks in the outdoor area, staff do not help them to understand that the planks are slippery and pose a risk. This results in children falling off them and hurting themselves. Staff rebuild the structure without explanation or review of children's safety.

New and inexperienced staff do not receive effective support and guidance to help them understand how to support daily routines and transitions, or to help children learn behavioural expectations. Staff leave pre-school children sitting and waiting for their lunch for nearly 20 minutes. During this time, children are not sufficiently supervised or engaged in any learning. Noise levels rise and children's behaviour deteriorates, and they are unkind to each other. Children run and fall over coats which have fallen on the floor and risk hurting themselves.

Babies form close bonds with familiar staff and enjoy regular cuddles. They are confident to initiate a game of peekaboo with adults, smiling happily while checking in with their key person.

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

- Children's experiences and the support they receive, particularly in the toddler and pre-school rooms, does not focus well enough on children's next steps. Children do not receive targeted support to swiftly reduce any gaps in learning. They do not receive the high-quality interactions needed to support their learning and to help them make progress. For example, there are inconsistencies in how staff support children who are learning English as an additional language, particularly in the toddler room. This is despite staff receiving advice and guidance from more knowledgeable colleagues. For example, staff do not use the resources, such as visual aids and emotion cards, provided to help children express themselves and engage more fully in their learning.
- Leaders do not have a good enough understanding of how well the curriculum is

implemented across the nursery. This is because they do not monitor staff practice to ensure that staff meet children's individual needs. New staff do not interact enough with the children to extend their learning or help them to learn new vocabulary.

- Leaders do not ensure that the manager is effective in her role. The manager has made some observations of staff practice and made suggestions for improvement to support their professional development. However, leaders have not monitored the effectiveness of the manager to ensure that these improvements have a positive impact on children's outcomes. As a result, staff practice has failed to improve and teaching is weak, which impacts on children's learning.
- There has been a lack of staff stability recently, although new staff, including a manager, have now been recruited. However, poor procedures to induct new staff mean that they do not receive sufficient support and direction to fulfil their roles and to gain an understanding of how children develop. For example, new staff do not understand leaders' expectations that they should interact with the pre-school children during lunchtime as this had not been sufficiently explained to them. Instead, they use this time to complete paperwork and pay little attention to the children. This leads to a deterioration in children's behaviour.
- Some staff do not fully understand what they want children to learn when leading activities. For example, when staff plan to make fruit smoothies with toddlers to develop their understanding of healthy eating and develop their language skills, they fail to do so. This is because staff do not talk to children about why some foods are good for us. They do not support children well enough to learn new vocabulary.
- Leaders and managers maintain staff ratios in the nursery. However, they do not ensure that staff are well deployed to keep children safe. They have not taken into account the layout of the premises to ensure that those staff with paediatric first-aid training are able to respond quickly to deal with emergencies.
- Staff working with the babies meet their care needs. For example, they change nappies regularly and ensure that babies sleep according to their routines, as discussed with parents. All staff demonstrate an understanding of children's special dietary requirements and preferences. However, new staff members do not understand their responsibility to meet children's individual needs. For example, they do not respond quickly enough when older children need to have nappies changed.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not always carry out robust risk assessments. They do not ensure that play spaces and resources are suitable and do not help children to understand how to keep themselves safe. Leaders and managers do not ensure that those staff with paediatric first-aid training are deployed effectively so that they can attend to emergencies promptly. The designated safeguarding lead has appropriate knowledge of how to report concerns about a child. Leaders follow suitable

procedures to manage allegations against a member of staff. Most staff have a good knowledge of the possible indicators that a child is at risk of harm. Leaders and managers complete appropriate suitability checks for all staff.

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
provide effective support to managers and monitor their effectiveness to raise the quality of care and learning	24/03/2023
provide effective support, coaching and training to enable staff to have a good understanding of the curriculum and to raise the quality of teaching and interactions to help children achieve and engage in their learning	24/03/2023
improve induction processes so that staff understand their roles and responsibilities and how to implement policies and procedures, with particular regard to supervising children and supporting toilet training	24/02/2023
improve staff deployment to ensure that those staff who have paediatric first-aid training can respond to an emergency quickly	24/02/2023
ensure that staff conduct effective risk assessments of the environment and resources	24/02/2023
ensure that staff are deployed effectively at lunchtime to help pre-school children understand behavioural expectations	24/02/2023
improve the curriculum for toddlers and pre-school children to focus more directly on their next steps in learning	24/03/2023
help children to learn how to keep themselves safe.	24/02/2023

Setting details

Unique reference number	EY301877
Local authority	North Somerset
Inspection number	10276806
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	49
Number of children on roll	64
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01934633021
Date of previous inspection	7 March 2019

Information about this early years setting

The Green Umbrella Day Nursery registered in 2005. The setting is operated by Busy Bees Nurseries Limited. It is open each weekday from 8am to 6pm, for 51 weeks of the year. The setting employs 11 members of staff to work directly with the children. Of these, two hold early years qualifications at level 6, one at level 5 and five at level 3. The nursery receives funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

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 and support manager took the inspector on a learning walk to discuss the curriculum and what they want children to learn.
- The inspector held discussions with the leadership team, the designated safeguarding lead, the special educational needs coordinator, staff, parents and children at convenient times during the inspection.
- Two managers and the inspector conducted a joint observation in the toddler room.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector discussed and sampled a range of documentation.

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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