

Inspection of Wollaton Village Day Nursery (Bramcote)

Chapel Street, Bramcote Village, Nottingham NG9 3HB

Inspection date: 1 March 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 and managers do not ensure that children's well-being and safety are adequately promoted. The provider has failed to ensure that required staffing levels are maintained throughout the setting or that there are sufficient staff with appropriate qualifications, skills and experience to fulfil their roles. This has a significant impact on the quality of care and education that children receive. Throughout the day, children receive minimal or inadequate levels of supervision, as the small number of qualified core staff have to undertake a wide range of additional duties. This includes answering the door, taking phone calls, supervising children using the toilet, and preparing and serving snacks and food. This means they are constantly taken away from the children and so have insufficient time to engage children in meaningful and stimulating play activities. Children are not adequately supported to make good progress in their learning and development.

Children develop friendships with each other and, at times, show excitement, such as when helping staff to tidy away the toys. Staff support children with routines such as handwashing and putting on coats and shoes. However, due to staff deployment and insufficient staffing levels, children often have to wait for extended periods until staff have completed cleaning and preparation tasks. This leads to children, particularly babies, becoming very unsettled and distressed. At times, the environment is chaotic, and children demonstrate their frustration by crying, running around and pushing each other out of the way.

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

- The provider places unmanageable expectations and workload on the manager. There is not a named deputy at the setting to support the manager. This means the manager is working directly with children, taking a lead role in the pre-school room, as well as carrying out general tasks and preparing snacks. The manager is also the special educational needs coordinator and designated safeguarding lead. The manager is unable to fulfil her management role, such as supporting and mentoring staff. This significantly impacts on outcomes for children, as not all staff have a sufficient understanding of how young children learn or understand the experiences they need to make progress.
- The provider has failed to provide an effective key-person system due to inadequate staffing levels in the setting. This means children's emotional well-being is not being supported. Children are often upset, distressed and unsettled. Staff do not always have time to comfort or reassure children, so they are left alone to cry.
- The provider has not ensured that the 'middle room', where babies and toddlers are cared for together, is organised effectively to meet the needs of the children. Babies do not have access to a suitable range of resources to meet their

developmental needs. In addition, they do not have a separate area where they can freely and safely explore or rest in peace and comfort. Older babies who are crawling and walking try to engage independently with the learning environment, but the resources are mostly inappropriate for their stage of development, or are placed too high for them to easily reach. This results in them quickly losing interest, and they gain little from their experiences.

- The provider has failed to ensure that risk assessments are carried out to fully assess potential hazards and minimise risks to children. For example, babies are placed in highchairs that have either minimal or no safety restraints and are left without close supervision while staff attend to other duties. Some children can independently open safety gates leading into the kitchen area. Sleeping children are not protected from other children wandering around the room. This means children's safety is not assured.
- Overall, children behave well. However, there are times when incidents occur, such as children squabbling over and snatching toys, pushing each other away or behaving inappropriately at the dinner table. Staff's attention is constantly diverted by other duties, so they either fail to notice these incidents or have insufficient time to deal with them appropriately. This means that children are not adequately supported to manage disputes or their own behaviour effectively.
- Children do not develop positive attitudes to learning. They lack positive, sustained and meaningful engagement with staff. This frequently leads to children being bored, wandering around the room and lacking opportunities to become involved in purposeful learning and play.
- Children are provided with a home-cooked lunch. Older children enjoy sitting together at the table. While staff are there to facilitate mealtimes, they do not use this opportunity to support children's learning and communication skills. In addition, staff do not use their knowledge of individual dietary needs to ensure all children feel included in the group. For example, not all children eat meat. When other children are given a snack containing meat, this leads to undue upset and distress for individual children.
- The provider has failed to ensure that all staff are provided with an appropriate induction, including safeguarding training, when they start working at the setting. Therefore, these staff are unable to identify concerns that may indicate a child is at risk of abuse. Documentation to evidence staff's criminal records checks does not contain all the required information.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff working directly with children have insufficient knowledge and understanding of safeguarding. They do not know the setting's safeguarding policies and procedures or the correct procedures for reporting concerns about the welfare of children. The provider has failed to ensure that all new staff, including volunteers, have received a thorough induction to the setting or are aware of important information before they work with children. Furthermore, risk assessments are ineffective. The provider has failed to ensure that thorough

assessments have been undertaken to identify how certain risks will be managed effectively. This means that children's safety is compromised.

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 appropriate risk assessments have been carried out so that children are not exposed to potential hazards, including babies' safety when using the highchairs, preventing children's access to areas that are unsuitable for them, and safe sleeping arrangements for all children	02/03/2023
ensure staffing arrangements meet the needs of all children and ensure their safety at all times	02/03/2023
ensure all staff, including volunteers, are trained to understand the setting's safeguarding policy and procedures and that all staff must have up-to-date knowledge of safeguarding issues	23/03/2023
ensure the records kept to evidence vetting processes contain all the required information, including recording the details of who obtained a criminal records check	23/03/2023
ensure practitioners working with children have the appropriate qualifications, training, skills and knowledge	23/03/2023
ensure all staff are appropriately qualified and there is a named deputy who is able to take charge in the manager's absence	23/03/2023

ensure there is a separate area for children under the age of two years, to fully support their learning and development and to ensure their safety	23/03/2023
ensure the key person uses their knowledge of a child's individual needs to provide care that enables them to be fully included and enjoy the experiences provided, including at mealtimes and for the resources and activities provided.	23/03/2023

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

	Due date
ensure practitioners provide activities and experiences that help children to learn, develop and reach their full potential in all areas of the 'Statutory framework for the early years foundation stage'.	23/03/2023

Setting details

Unique reference number	253122
Local authority	Nottinghamshire County Council
Inspection number	10278483
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 5
Total number of places	50
Number of children on roll	38
Name of registered person	WVDN Limited
Registered person unique reference number	RP556040
Telephone number	0115 9222 454
Date of previous inspection	13 December 2018

Information about this early years setting

Wollaton Village Day Nursery (Bramcote) registered in 1995. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 or above. The nursery opens from 7.30am to 6pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Scheel

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 manager and has taken that into account in their evaluation of the provider.
- The inspector talked to the manager and staff about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector spoke to staff, including an apprentice and a volunteer, during the inspection.
- 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 carried out an observation of a group activity.
- 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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: 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
W: www.gov.uk/ofsted

© Crown copyright 2023