

Inspection of Salisbury Street Day Nursery

1 Salisbury Street, WOLVERHAMPTON WV3 0BG

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

Good

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare are compromised. Staff fail to ensure that unknown individuals cannot enter the building unchallenged. Risk assessments of activities and routines, such as mealtimes, are not sufficiently thorough. Staff are not always deployed well enough to ensure that children are supervised effectively at all times. Older children demonstrate, through their behaviour, a lack of understanding of rules and boundaries. There is a general lack of cleanliness and children's health and safety are further compromised as staff fail to maintain accurate records of accidents or incidents.

The curriculum is not sufficiently ambitious to support children to achieve adequate outcomes. Children do not have enough opportunities to engage in adult-led activities that are planned to help them extend their learning and skills. That said, staff are kind and caring. Babies have space to crawl and they stop to investigate objects that they find. They pull themselves up to stand at the table and reach for items placed purposefully for them to explore. Young children learn to feed themselves and older children are increasingly independent in their self-care routines. Children learn to make choices and follow their interests in play.

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

- The provider has not ensured that the premises are kept secure at all times to prevent access by unauthorised visitors. Staff do not implement an agreed procedure for checking the identify of people they do not know. For example, the inspector was able to enter the building and was not challenged by staff in a timely way.
- Risk assessments are not used effectively enough to identify potential hazards. For example, children walk up unsecured planks unaided, and some children run around when eating. These issues are not picked up by staff or managed appropriately and, therefore, present risks to children's safety and well-being.
- Older children independently access bathrooms to use the toilet and wash their hands. However, there are occasions where staff do not deploy themselves well enough to ensure that they are able to monitor and supervise children effectively during the day.
- Older children are not supported well enough to regulate their behaviour. When incidents occur, such as throwing toys, staff do not challenge behaviour effectively. Staff do not build opportunities into the curriculum to teach children how their actions have an impact on others. This lack of consistency does not prepare children well for future learning or their eventual move on to school.
- The procedure for record-keeping relating to accidents or incidents is not good enough. Records are not always completed at the time, or they lack relevant details. This results in insufficient information being shared with parents.

- Hygiene procedures do not consistently promote the health of children. For instance, flooring is not cleaned well enough for children to play on. As a result, children's good health is compromised.
- Staff provide a range of activities that children enjoy. However, they do not have a clear view of each child's abilities. They do not identify what children need to learn next or how the activities they provide build on what children already know and can do. Activities are not planned to meet children's needs or develop their skills. As a result, staff do not provide children with appropriate challenge through the activities offered and children have variable learning experiences.
- Some children, including children with special educational needs and/or disabilities (SEND), do not receive sufficient support to help them make the best possible progress. Staff do not fully understand some children's unique needs or adapt their teaching and interactions with children. At times, some children have difficulty in focusing during activities or adjusting to changes in routines. Furthermore, staff do not often engage children in conversation or help children to build their vocabulary. Babies do not have enough opportunities to develop communication and language skills.
- Children happily decide where they want to play and some incidental learning takes place. For example, children manipulate dough and play in the sensory tray, which helps to develop the muscles in their hands required for later writing. Children enjoy painting and use glue to make sequin pictures. This helps children to gain more control over their movements.
- Staff upload information to an online system to show parents how their children have been during the day. Parents comment on how happy they are with their children's care and praise the friendly staff. Staff provide opportunities, such as termly parents' evenings, to share information about children's progress. However, some parents report that they do not always know what their child is learning or how they can support this at home. Some parents do not know who their child's key person is from the outset, or what their child's next steps in learning are.
- The recently appointed manager and the staff team are beginning to identify improvements. For example, they plan to develop the garden to make this more suitable for babies to use.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in practice mean that children's safety and well-being are not assured. Staff do not ensure that unknown individuals cannot enter the building unchallenged. They do not carry out sufficient risk assessments of the environment or take steps to remove potential risks to help keep children safe. The deployment of staff is not robust enough to ensure that children are supervised at all times. That said, staff know and understand the safeguarding and child protection policies and procedures. They can easily identify if there is a concern about a child's welfare and know what action to take to safeguard them. Managers and staff know who to contact in the event of receiving an allegation against an adult. They are

aware of the 'Prevent' duty, why it is in place and what to do if they have concerns. Therefore, managers' and staff's abilities to safeguard children are variable.

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 that all reasonable steps are taken to prevent unauthorised persons entering the premises and implement an agreed procedure for checking the identity of visitors	12/01/2023
use risk assessment effectively to identify any potential risks to children's safety and take prompt steps to remove or minimise any hazards	12/01/2023
improve the deployment of staff to ensure that children are effectively supervised at all times	12/01/2023
support staff to manage children's behaviour in appropriate and consistent ways	12/01/2023
implement good hygiene procedures to promote children's good health consistently	12/01/2023
ensure accident records are completed promptly and accurately, contain sufficient detail and are shared with parents appropriately	12/01/2023
improve the planning of the curriculum and make sure that it builds on what children already know and can do and is ambitious for all children	10/02/2023
provide support to help staff understand how to plan and carry out challenging activities that enhance children's learning	10/02/2023

enable staff to understand the unique needs of all children, including children with SEND, and adapt their teaching and interactions accordingly to help all children make the best possible progress.	10/02/2023
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To further improve the quality of the early years provision, the provider should:

- extend partnerships with parents to ensure that all parents receive sufficiently detailed information about their own child's well-being and the activities they take part in during the day.

Setting details

Unique reference number	EY279797
Local authority	Wolverhampton
Inspection number	10267026
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	66
Number of children on roll	68
Name of registered person	Firewalker (UK) LTD
Registered person unique reference number	RP900906
Telephone number	01902 771000
Date of previous inspection	4 August 2017

Information about this early years setting

Salisbury Street Day Nursery registered in 2004. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round, except for bank holidays. 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

Jacqueline Coomer

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and the nursery manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation of a teaching activity was carried out by the inspector and the nursery manager.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- The inspector looked at a sample of relevant records and documentation. This included evidence about staff suitability and training.
- A meeting was held between the inspector and the management team.

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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