

Inspection of Roosters Day Nursery

6 Brassington Terrace, Den Lane, Wrinehill, Crewe, Cheshire CW3 9BT

Inspection date: 21 March 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 compromised as staff do not fully implement effective risk assessments. Furthermore, the manager is not confident about the procedures to take should there be an allegation made against a member of staff. Therefore, children's safety is at risk. The deployment of staff means that there are times when children, including those with special educational needs and/or disabilities (SEND), do not receive support from staff who know them well. Children's good health is not promoted well enough.

That said, children are happy and enjoy their play with their friends. They develop a close bond with staff and go to them for cuddles and reassurance if they need it. This helps to support children's transition from home, and their emotional development. Children's behaviour is good and they follow instructions well. They share the resources and involve each other in their play. Staff involve children in experiences outside the nursery. For example, older children have recently been to the fire station and post office for a visit. Staff also support children to explore different cultures and festivals, and to look at similarities and differences between themselves and others. This gives children experiences outside their community and helps to prepare them for life in modern Britain.

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

- Although risk assessments are in place, staff have not noticed some potential hazards and risks. For example, they have not considered that propping the kitchen door open while the oven is on, when children have to walk past it to get to the toilet, is a potential risk to children's safety. Also, fire exits are blocked with a table and are not kept clear. Outdoors, children use a bike which shows damage and is a safety hazard.
- Staff do not role model and promote children's health effectively. For example, when babies drop their dummies on the grass or the floor, staff pick the dummies up and give them back to the babies without cleaning them. Other staff stand and eat toast and drink bottles of fizzy drink in full view of the children. This does not set a good example for the children to encourage healthy eating and lifestyles.
- The manager, who is also the designated safeguarding lead, does not have a secure knowledge and understanding of the procedures to follow if an allegation is made against a staff member. This compromises children's safety.
- Children have access to a range of activities, which they can independently access to develop skills. Indoors, babies use musical instruments and bang and shake them as they investigate the sounds they make. Pre-school children use their imagination as they play with knights and dragons in the castle. Outdoors, children can run and jump as they develop their physical skills on the grass area.

Children watch the ponies in the field and the ducks in the farmyard next door, showing delight as they do so. However, staff interactions with the children vary. Staff do not always provide quality interactions or consider opportunities to extend children's learning further.

- Communication and language promotion varies in the nursery. Staff talk to children about their day, and children can recall past events from home. Older children talk to each other and use language to problem solve and work out solutions. However, staff do not always take opportunities to encourage children to develop their vocabulary further, despite this being the next stage in learning for some of the children. Further interactions are hindered as some children continue to use dummies throughout the day, even though staff say they are settled without them. This hinders children's ability to pronounce words clearly and communicate with others.
- Staff use children's interests to develop their next stages in learning. The key person integrates this into their key children's play, and when this happens children are fully engaged. For example, in pre-school, children are interested in space. At story time, staff read a familiar book about aliens. After the story, children role play and initiate 'shopping for the aliens'. They work together to gather the things on the list that they want to 'feed the aliens'. This embeds their past learning and helps to develop their imagination and social skills. However, staff are not always deployed effectively. Staff have varied job roles during the day. This means that as well as working directly with the children, key persons carry out other duties, such as managing the setting, cooking, and preparing meals. During these times, key person interactions with children are often disrupted because staff with less knowledge of the individual children supervise their play. Therefore, teaching varies, and meaningful interactions are not consistent. This impacts on the children's learning and outcomes.
- Staff feel well supported. They have termly supervisions with the manager, which enable them to discuss their professional development and their well-being. However, supervisions are not used effectively to provide support and coaching to help staff to raise the quality of their teaching to a higher standard. Consequently, teaching varies throughout the setting.
- Key persons form good bonds with children with SEND and they meet their emotional needs well. However, due to staff deployment, children do not get quality time with their key person who fully understands their needs, and other staff do not have the skills needed to support the children. This impacts of the amount of progress children with SEND make.
- Parents and carers are happy with the nursery. Staff share information with them about their child's day. Parents say that staff are very approachable and caring. They like how flexible the nursery can be, allowing them to change session if they have availability to do so.

Safeguarding

The arrangements for safeguarding are not effective.

The manager does not have a sufficient understanding of the safeguarding

procedures to follow if there was an allegation made against other staff. However, staff have undertaken safeguarding training. They understand the signs and symptoms of suspected abuse and know how to refer to the relevant authorities should they feel a child was at risk of harm. Risk assessments are not robust enough to ensure children are kept safe and secure. Although staff carry out risk assessments and daily checks, they are not sufficient to ensure the environment is safe for children. Staff do not recognise and identify potential risks effectively to ensure children's safety and well-being.

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
strengthen the risk assessment process to ensure it is effective in identifying and removing all potential hazards to children	21/04/2023
take action to ensure all staff understand the safeguarding procedures and know how to respond to any allegations made against a member of staff	21/04/2023
ensure staff promote good health choices to children and implement good hygiene practices to prevent the spread of infection	21/04/2023
ensure that all staff, including key persons, are deployed effectively to meet children's individual needs at all times, including children with special educational needs and/or disabilities	21/04/2023
implement effective supervisions to provide support, coaching and training for staff to help raise the quality of teaching.	21/04/2023

To further improve the quality of the early years provision, the provider should:

- support staff to understand how to maximise their interactions with children and promote children's communication and language skills more effectively.

Setting details

Unique reference number	218480
Local authority	Staffordshire
Inspection number	10279894
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	44
Number of children on roll	23
Name of registered person	Mr Dennis Morris & Mrs Ruth Morris Partnership
Registered person unique reference number	RP906353
Telephone number	01270 820848
Date of previous inspection	3 August 2017

Information about this early years setting

Roosters Day Nursery registered in 1997. It is based in Staffordshire. The nursery employs five members of childcare staff, of whom two staff hold early years qualifications at level 6, one at level 4, one at level 3 and one is unqualified. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It offers out-of-school care for older children during the school holidays.

Information about this inspection

Inspector
Sue Smith

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 their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the nursery.
- 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 joint observations of group activities with the manager.
- 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.

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