

Inspection of Little Sandhurst Nursery Group

Pastoral Centre, Lower Church Road, SANDHURST, Berkshire GU47 8HN

Inspection date: 29 March 2023

Overall effectiveness	Inadequate
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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 welfare is compromised due to significant breaches of the safeguarding requirements. The designated leads for safeguarding fail to respond to and report concerns about children's welfare and staff suitability in a timely way. Furthermore, staff do not ensure that the premises is secure in the morning to prevent unauthorised persons from entering. This does not safeguard children. Despite the serious weaknesses identified, most children are happy, settled and enjoy their time at the nursery. For example, they enjoy making balance beams with friends and smile when they achieve this.

On the whole, staff have close, caring bonds with children. For example, staff play alongside children and introduce new words to them, such as 'confused'. However, for some children, there are limited meaningful interactions to support their learning and development. These children wander around for long periods without taking part in activities or talking to staff. This means that not all children are making the progress of which they are capable.

Overall, children behave well. They listen to staff instructions and are learning right from wrong. Children demonstrate that they understand why behaviour rules are in place as they patiently wait for their turn on the trampoline. However, despite staff's positive support of children's behaviour, weaknesses in safeguarding undermine this. As such, children's personal development and well-being cannot be assured.

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

- The designated lead for safeguarding and managers do not fulfil their roles and responsibilities. There are significant weaknesses in the safeguarding requirements and quality of provision. For example, they fail to make timely referrals to local safeguarding partners concerning children's welfare. Weaknesses in the overarching safeguarding procedures mean that children's safety and well-being is compromised.
- Leaders and managers follow adequate procedures to assure the initial suitability of staff. They ensure that they obtain required documentation and references prior to staff starting. However, leaders' failure to take effective action when concerns are raised about staff does not assure their ongoing suitability to work with children. This jeopardises children's safety and well-being.
- Managers demonstrate clear intentions for the nursery's curriculum. However, they do not ensure that staff understand how to implement the curriculum effectively and make the best use of routines. For instance, children regularly sit through whole-group activities that have little impact on their learning and do not meet their individual needs. As a result, younger children become upset and

staff do not meet their emotional needs effectively. Furthermore, the regular transitions within the session do not help older children to focus on learning. This means children, in particular the most vulnerable, are not supported to make the best possible progress.

- Managers have required systems for the supervision of all staff. However, these are not effective. They do not ensure that staff understand their roles and responsibilities that are aimed at keeping children safe. For instance, staff fail to demonstrate a robust understanding of some policies and procedures, such as informing leaders of any changes to their personal circumstances. In addition, managers fail to use supervision effectively to address weaknesses in teaching. For example, staff have not had sufficient coaching to ensure that they recognise and can intervene when children need extra support in play. This means they do not gain the skills to support their future learning.
- There are suitable arrangements in place to support children who have special educational needs and/or disabilities (SEND). The special educational needs coordinator is developing links with other professionals to strengthen consistency in the care of children with SEND. As a result, some children with SEND make progress towards their next steps in development. For instance, children who have previously struggled with their speech can now communicate their needs to others.
- The atmosphere in the nursery is generally positive. Overall, children have positive attitudes to play and enjoy each other's company. For example, children happily giggle together as they play 'mummies and daddies' in the role-play area. Children make good friendships. However, due to weaknesses in teaching, not all children benefit from quality interactions with staff. For those children, this means they have poor attitudes to play and learning with frequent periods of boredom.
- Despite the weaknesses in practice, at times, staff appropriately support children's communication and language development. For instance, children delight in telling staff 'the tap is broken' as they pretend to 'cook'. Some children have a wide vocabulary.
- Staff build positive parent partnerships. Parents are eager to share their positive feedback with visitors. They appreciate the regular updates they receive about their children's learning and development. Parents say that the staff are friendly and approachable. They adore the close bonds they have with the children.

Safeguarding

The arrangements for safeguarding are not effective.

Due to the significant breaches of safeguarding and welfare requirements, children's safety and well-being is compromised. Managers and staff complete training in safeguarding matters. However, the designated leads for safeguarding fail to follow their safeguarding policies and procedures. This jeopardises children's safety. Despite this, staff know how to identify children at risk of harm. For example, they know how to spot signs and symptoms of children at risk of neglect or female genital mutilation. Staff carry out daily risk assessments, such as

checking for broken toys. However, they fail to ensure that the front door is secure in the morning. This means unauthorised people can access children's playrooms. Therefore, children's safety is not assured. Staff follow adequate accident and medication procedures.

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 the designated lead for safeguarding has sufficient knowledge and understanding of the safeguarding policy and procedures, including how to report concerns over children's welfare, to promote children's safety and well-being at the earliest opportunity	21/04/2023
put in place robust procedures to respond to any concerns or allegations about anyone working with children and ensure that these procedures are understood by all staff, to assure their ongoing suitability	21/04/2023
ensure that staff across the setting consistently implement the curriculum to a high standard so that children are continually engaged and involved in meaningful learning	21/04/2023
ensure that the supervision of staff is effective in providing staff with support, in particular on how to ensure that children's individual needs are met at all times, and raise the quality of teaching to a good level	21/04/2023
improve the use of risk assessment to ensure the premises is secure at all times to ensure that children are kept safe.	21/04/2023

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

- review and improve routines to ensure that all children's needs are consistently met.

Setting details

Unique reference number	EY469054
Local authority	Bracknell Forest
Inspection number	10280321
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 8
Total number of places	33
Number of children on roll	49
Name of registered person	Allen, Karen Elizabeth
Registered person unique reference number	RP902939
Telephone number	07730 340734
Date of previous inspection	29 September 2017

Information about this early years setting

Little Sandhurst Nursery Group has been operating since 1989 and re-registered under new ownership in 2013. It operates from St Michael's Pastoral Centre, in Sandhurst, Berkshire. The nursery operates from 8am to 4.30pm, five days a week, during term time only. The nursery employs nine members of staff, six of whom hold a level 3 early years qualification. The nursery receives funding for the provision of free early education to children aged two-, three- and four-years-old.

Information about this inspection

Inspector

Mandy Cooper

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.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.

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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