

# Report for childcare on domestic premises

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Inspection date: 25 April 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is inadequate

Weak leadership and management mean that children's health, care and learning and developmental needs are not met. Children are not supported to build secure emotional bonds or nurturing relationships with their key persons and the staff team. Frequently, the provider and staff do not offer any comfort or reassurance or acknowledge children when they are upset and crying. Some children continue to cry without any consolation and, during the inspection, the inspectors had to step in to soothe them. Toddlers are placed in cots for naps and left to cry in distress for long periods. Children do not thrive at the setting because they do not receive the care and attention needed to help them to feel safe and to support their personal, social and emotional development. Additionally, the provider does not share important information with staff about children's welfare or ensure staff are able to recognise when children arrive with injuries.

Staff do not know enough about each child's learning needs. The provider, who is also the manager, does not take into account children's individual learning needs when planning the curriculum, to help them make good developmental progress. For example, two-year-old children, including those with delayed speech, are expected to participate in phonics activities that are too challenging for them, alongside the pre-school children. Some children are not encouraged to engage in activities during free-play sessions. They sit and watch others by themselves for long periods without any support or interaction from staff. Overall, children are not prepared well for the next stages in their learning. Nonetheless, children play alongside each other cooperatively.

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

- The provider does not monitor staff practice or provide effective support and coaching for their professional development. Consequently, the provider and staff do not meet children's individual needs.
- The provider does not ensure that the key-person system is effective in meeting children's needs. Despite parents sharing children's sleep routines in writing, staff put children down for a nap outside of these times to fit in with the setting's routine. The children become extremely upset by this when left for long periods as they are not ready for a sleep. New key persons are not given sufficient information about the children from the previous key persons to allow them to get to know the children well.
- The provider does not prioritise children's welfare. Parents inform her of injuries their children receive at home that could impact the children's well-being. However, the provider fails to share this information with any staff working with the children, including when she leaves the setting, such as when she takes children to and from school. Staff do not follow the setting's safeguarding

procedures when they see marks or injuries on children. These practices place children at risk, particularly when the injury relates to a bump to the head.

- Partnerships with parents are not effective. Although the provider and staff share some information about children's learning, staff do not work closely enough with parents to find out about and build on what children know and can do at home. Many of the staff are new to the setting, and parents are not informed of the changes, so they do not know who is caring for their children. This results in key messages not being shared about the children's needs.
- The provider and staff do not prioritise children's personal, social and emotional development well enough and are often not sensitive and respectful towards the children. The provider and staff do not build warm and caring bonds with children. For example, they wake all children from their nap at the same time by opening the blinds and collecting the sleep mats, and they leave the children to sit and come around from their sleep by themselves without any comfort. Staff instruct children who are upset to get a flannel and wipe their faces to dry their tears, rather than offering reassurance and consolation. This does not support children's confidence or well-being.
- The provider and staff do not promote children's health and hygiene consistently. They remind some children to wash their hands before meals and after using the toilet. However, staff allow babies and toddlers to crawl across the floor and then eat without cleaning their hands. The provider changes all children's nappies one after the other without washing her hands or cleaning the changing mat in between each child. Two-year-old and pre-school children have daily opportunities to play in the fresh air. Children benefit from nutritious, home-cooked meals.
- Staff do not review children's learning frequently enough to know whether they have made any progress and to establish their current next steps. Staff carry out an initial assessment of children's starting points with parents. However, staff are not clear what children need to learn next and how to support them to close any gaps in their learning and help them to make good progress across the areas of learning.
- The provider is clear about the skills and knowledge she intends children to learn in preparation for later learning. However, the delivery of the curriculum is weak. Staff do not know the children or their next steps, so they are unable to provide targeted challenge through their support, the activities and routines. At times, staff do not engage children indoors or outdoors to provide any challenge or stimulation in their play.
- Children do not receive the high-quality interactions from staff that they need to support their communication and language development. Although staff model new words when speaking to the children, such as talking about wildebeest, chimpanzees and baboons while reading stories, they fail to support those with speech delays to develop their language as they play. Children are not expected to talk during mealtimes. They file silently into the dining rooms under the provider's supervision, sit without speaking and staff do not engage them in any discussions. The children continue to wait in silence until they are told they can start their meal and then eat without speaking.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not share information about children's injuries from home, meaning the staff working with children do not know how to promote their welfare. Additionally, although staff have a suitable knowledge of the possible indicators that a child may be at risk, they do not apply this knowledge in practice consistently. For example, they do not always notice or ask about injuries that children arrive with, to enable them to keep children safe. The provider and staff know the steps to follow if they have a concern about a child or the conduct of a colleague. The provider implements safer recruitment and vetting processes to ensure staff are suitable for their roles. The provider and staff carry out risk assessments appropriately to ensure the premises are safe for children.

## 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
improve safeguarding arrangements so that staff follow appropriate procedures when children arrive with existing injuries	28/04/2023
ensure that any relevant information relating to accidents children have at home is shared with staff so they can monitor children's welfare	28/04/2023
ensure all staff, including the manager, form positive, sensitive and nurturing relationships with the children to meet their emotional needs	05/05/2023
improve the key-person system to help children settle in quickly and ensure that the staff have the necessary information from parents about their children to meet children's care and learning needs	05/05/2023

ensure all staff, including the manager, follow hygienic nappy-changing procedures and encourage the younger children to wash their hands to prevent the spread of infection	28/04/2023
improve the effectiveness of monitoring, support and coaching for all those working with children, to improve the delivery of the curriculum so that activities and interactions link closely with what children need to learn next	05/05/2023
plan and provide a broad and challenging curriculum that builds on what children already know and can do and what they need to learn next, so that they make good progress in their learning	22/05/2023
improve staff's interactions with children to support and encourage all children to develop their speaking skills.	22/05/2023

## Setting details

<b>Unique reference number</b>	104599
<b>Local authority</b>	Devon
<b>Inspection number</b>	10287048
<b>Type of provision</b>	Childcare on domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 9
<b>Total number of places</b>	39
<b>Number of children on roll</b>	57
<b>Registered person unique reference number</b>	RP510843
<b>Date of previous inspection</b>	1 July 2022

## Information about this early years setting

Grafton Childcare registered in 1991. The nursery is open every weekday, all year round, from 7am to 7pm. It receives funding to provide free early education for children aged three and four years. There are 10 members of staff who work with the children. Of these, eight hold appropriate early years qualifications.

## Information about this inspection

### Inspectors

Sarah Madge  
Victoria Nicolson

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The provider and a senior member of staff took an inspector on a learning walk to discuss their intentions for their curriculum and what they want their children to learn.
- The inspector carried out a joint observation with the provider to reflect on the implementation of the curriculum in meeting every child's needs.
- The inspectors observed children and staff throughout the day and spoke with children to get their feedback.
- Parents shared their views of the setting with an inspector.
- An inspector spoke with staff to find out about their knowledge of the setting's policies and procedures.
- The inspectors held a meeting with the provider about the leadership and management of the setting.

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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Piccadilly Gate  
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Manchester  
M1 2WD

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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