

# Inspection of Immaculate Tots Nursery

Sterling House, Old Sarum Park, Old Sarum, Salisbury, Wiltshire SP4 6EB

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Inspection date:

26 April 2023

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### The provision requires improvement

The nursery has gone through a period of change in staff and management. Despite this, children demonstrate clear attachments to staff, who nurture them and respond to their needs. Behaviour is generally good. When minor disputes occur, some staff lack the knowledge to manage this effectively. This means children are not always sure of the rules and expectations to support their social and emotional development. Routines are in place to help children understand what is happening next. However, staff do not use the transitions between activities well to extend children's learning. For example, at times, all staff are busy organising the rooms, and children miss valuable time to play and learn. Due to the changeover of staff, some parents have not received updates about their children's development.

The nursery follows the Reggio Emilia approach to early childhood education. Children enjoy active play outside, where they jump, run, balance and climb to develop their physical skills. Pre-school children learn new words to describe the months and seasons of the year. However, some less-experienced staff are not confident in how to develop children's communication skills. For example, they speak too quickly or do not allow children enough time to respond, which has a negative impact on their language development. Most staff know their key children well and plan interesting activities to develop their interests and learning. For example, when children pretend to have magic wands, they organise an activity to make 'potions'. However, some staff do not understand the curriculum well enough to ensure children become independent and confident learners in preparation for school.

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

- There have been changes to the management in recent months, and a high number of staff are new to the nursery. Since the nominated individual took on the role of manager, she has evaluated the quality of the provision and identified the areas for improvement. However, the processes in place to drive these changes are in the early stages.
- The manager has not shared her vision of the curriculum clearly enough with staff. Due to this, some staff do not fully understand what children need to learn before moving on to the next stage in their education, including school. This means children may not make the progress of which they are capable.
- Children generally take turns and share resources well. However, staff do not always explain to children the potential consequences of their actions to promote their emotional development. For example, they tell children not to climb on a low table but do not tell them what might happen if they fall.
- At times, staff do not prepare well enough for changes from one activity to

another. For example, when they come inside from the garden for snack time, staff do not engage children in learning while they prepare and organise the room. This results in children wandering around and leads to some unwanted behaviour.

- Some less-experienced staff do not engage with children in a way that helps them learn new words or teaches them how to pronounce words correctly. For example, background noise in the baby room results in children being unable to hear what staff are saying. Staff do not always talk to children at their level or give them the time they need to process what is being said.
- Staff work in partnership with external agencies to help close any gaps in children's development that were identified as a result of assessment. For example, staff share information with health visitors and the local authority inclusion team to help them provide the support needed to meet the needs of all children.
- Staff encourage children to wash their own hands, and some older children can put on their own shoes and coats. However, staff do not provide enough opportunities for children to build their independence to develop their self-confidence and prepare them for their next stage in their education.
- Staff report that they feel well supported by the manager who values their ideas and cares about their well-being. In November 2022, the provider failed to notify Ofsted of a significant event about staff practice. However, the nominated individual now understands her responsibilities in making notifications to Ofsted.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that might indicate that a child is at risk of abuse. They understand the reporting procedures for safeguarding and how to escalate concerns to the local safeguarding partnership if required. The designated safeguarding lead is aware of her responsibilities in reporting potential concerns about children and allegations made against staff. Accidents and incidents are recorded appropriately and parents informed swiftly. Sleeping children are supervised effectively. Safer recruitment procedures are followed to help ensure that staff are suitable to work with children. The setting is safe and secure.

## 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:**

	<b>Due date</b>
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ensure all staff have a clear understanding of the curriculum so that their teaching is consistently focused on what children need to learn to prepare them for the next stage in their education	29/05/2023
implement training for less-experienced members of staff to improve their interactions with children and enable them to develop children's communication and language skills more effectively	29/05/2023
ensure that all staff manage children's behaviour appropriately and consistently and support children to learn about the consequences of their actions on others and themselves	29/05/2023
provide less-experienced staff with the support they need to be able to share information with parents about their children's progress.	29/05/2023

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

- promote children's independence more consistently by encouraging them to do more things for themselves
- improve the organisation of routines so that staff support children to remain engaged between activities.

## Setting details

<b>Unique reference number</b>	EY563056
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10286317
<b>Type of provision</b>	Childcare on non-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 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Immaculate Tots Childcare Limited
<b>Registered person unique reference number</b>	RP563055
<b>Telephone number</b>	01722 237200
<b>Date of previous inspection</b>	28 June 2019

## Information about this early years setting

Immaculate Tots Nursery registered in 2018 and is located in Salisbury, Wiltshire. It operates on weekdays from 8am to 6pm, all year round. The nursery is in receipt of funding for free nursery education for children aged two, three and four years old. There are eight members of staff, including the manager. Of these, one has a qualification at level 6, two have qualifications at level 3, two have qualifications at level 2 and three are unqualified. The nursery follows the Reggio Emilia approach to early childhood education.

## Information about this inspection

**Inspector**  
Lisa Large

## 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 communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, inside and outside, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual 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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