

Inspection of Jitterbugz Day Nursery

183-185 Liverpool Road, Cadishead, Manchester M44 5XH

Inspection date: 26 April 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and welfare is not assured. Leaders fail to ensure staff have a secure knowledge and understanding of their roles and responsibilities, in particular their role in safeguarding children. As a result, staff are not aware of the setting's allegation management policy. This impacts on the ability of staff to keep children safe. Staffing arrangements do not meet the legal requirements. Leaders do not ensure that staff with the required qualifications and training are present at all times and effectively deployed. This includes ensuring that staff who are paediatric first-aid trained are available at all times.

Lack of induction and professional development for staff negatively impacts on the daily experience for children. Staff do not have a good understanding of the developmental goals for the children in their care. This includes children with special educational needs and/or disabilities (SEND). The curriculum is poorly designed and, at times, unambitious. This results in a lack of motivation from children. They become disengaged and bored, which results in poor behaviour. Children do not make the progress they are capable of and develop poor attitudes to learning. The key-person system is not effective in ensuring children's care and learning needs are met. Some children struggle to settle and are upset. Overall, children's emotional well-being is not supported. That said, when children are upset, staff do try and reassure them with cuddles.

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

- Leaders fail to support and monitor staff's knowledge and understanding of safeguarding. Following an incident involving a breach of the setting's mobile phone policy, leaders took action to address some failings. However, gaps in practice remain. Leaders have not ensured that staff are aware of the procedure to follow should they have concerns around the behaviour or practice of a colleague. This does not support children's safety.
- Leaders do not ensure that the required numbers of qualified staff are present or available at all times. This includes the required number of level 3 qualified staff for the age groups of children present. Furthermore, children are taken to and from school without a paediatric first-aid trained member of staff accompanying them. This impacts on children's health and safety as staff are not qualified to quickly and appropriately manage any accidents or injuries to a child.
- Leaders do not ensure intentions for children's learning are well planned and sequenced so that they gain the necessary skills before moving on in their learning. Some staff have unachievable learning outcomes for children, and others do not expect enough. For example, some staff working with children aged under two expect them to be able to effectively grip a pencil. However,

staff fail to understand and plan for the skills children need to master in order to succeed in their pencil control and later writing. As a result, children become bored and frustrated with activities they are unable to fully participate in.

- The arrangements in place to support children with SEND are insufficient. Although staff are aware when children need extra help, the special educational needs coordinator (SENCo) does not work closely enough with staff to ensure they are aware of children's identified targets. For example, when educational plans are updated, the SENCo does not liaise with staff about which targets have been met and where further support is needed. This delays the progress children with SEND make and fails to help close gaps between children with SEND and their peers.
- Overall, the curriculum for communication and language does not focus on helping children to achieve good levels of vocabulary or secure language structures. Most staff ask children closed questions and use limited and basic language when talking to them. This hinders children building an extensive vocabulary and fails to ensure they make good progress in their communication skills.
- Children do not demonstrate positive attitudes to learning, particularly the older children. At times, the environment is loud and chaotic, as staff do not make sure activities are available for children to entice them. As a result, children are not engaged and will occasionally wander around aimlessly. They do not experience a good quality of education.
- Leaders do not ensure robust systems are in place for induction, supervision and training of staff. This leads to staff not having sufficient understanding of procedures to fulfil their role and responsibilities. Supervision arrangements do not provide staff with sufficient support to improve their practice or opportunities for professional development. Furthermore, leaders do not ensure staff working with the youngest children receive the required training. As a result of these failings in leadership and management, staff have a poor understanding of child development, and practice across the nursery is inadequate.
- The key-person system is not effective. Staff do not know their key children well enough to ensure they make progress in their development. Additionally, when staff are absent, there is no procedure in place to ensure children are allocated a member of staff who is aware of their needs. This does not support their emotional and intellectual development.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management impact on children's safety. Staff do not have a secure knowledge of child protection. Despite recent training in child protection, leaders have not checked that staff have understood and can apply what they have learned. As a result, staff have limited understanding of the symptoms of abuse and are not clear on the reasons they may need to follow the allegations management policy. Children are taken on outings without a suitably first-aid trained member of staff. Staff have not received training in the care of

babies to ensure their needs are well met and their safety is maintained.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure all staff have a sufficient understanding of safeguarding children, with particular regard to allegations management	19/05/2023
ensure that a staff member who holds a paediatric first-aid certificate accompanies children on all outings	19/05/2023
put in place arrangements to support children with special educational needs and/or disabilities that ensures they receive tailored care and an ambitious curriculum that meets their needs	19/05/2023
ensure that qualification requirements are met at all times in all rooms	19/05/2023
ensure at least half of all staff working with children under two years of age have received training that specifically addresses the care of babies	19/05/2023
ensure that all staff receive induction training to help them understand their roles and responsibilities including the setting's policies and procedures	19/05/2023
implement effective supervision to provide support, coaching and training for staff to help raise the quality of teaching and education for children.	19/05/2023

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the curriculum intent is clearly matched to the ages and abilities of the children who attend to be able to appropriately challenge and engage children	02/06/2023
improve staff's interaction with children, to extend vocabulary and support their communication and language skills	02/06/2023
implement a key-person system that ensures every child's learning and care is tailored to meet their individual needs.	02/06/2023

Setting details

Unique reference number	2634767
Local authority	Salford
Inspection number	10287021
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 8
Total number of places	25
Number of children on roll	60
Name of registered person	Oriental Group Company Limited
Registered person unique reference number	2634765
Telephone number	01617751776
Date of previous inspection	Not applicable

Information about this early years setting

Jitterbugz Day Nursery was registered in 2021 and is located in Cadishead, Manchester. The nursery employs 10 members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 or above and three hold qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.00am until 6.00pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Joanne Valek

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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to 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 interactions between staff and children.
- The manager and the inspector carried out a joint observation during snack time.
- 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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