

Inspection of Unicorn Day Nursery

Shelsey Avenue, Oldbury B69 1BP

Inspection date: 16 May 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 in safeguarding requirements. Leaders and staff have insufficient knowledge and understanding of safeguarding policies and procedures. Some staff do not recognise the signs that could be associated with abuse. They do not know who to contact if they are concerned about a child's welfare or if an allegation is made against a member of staff. Leaders fail to assess the risks in toddler room. Children easily open internal gates and get out of the room unnoticed. This puts children at risk of harm as they can access areas that are unsuitable for them.

That said, children are generally happy and settled here. Staff are warm, welcoming and show kindness towards children. Some older children enjoy focused learning time. They eagerly join in with letters and sounds activities. Children practise forming letters in the air with their 'magic fingers'. This is deepening their knowledge for their future writing. However, not all children are confident learners. Some children struggle to make choices about where and with what they want to play because resources are set up in several different rooms that they can access freely. These children tend to move from room to room with little engagement with staff. They do not focus on learning and play. This affects the overall progress they are making in their learning.

Children delight in washing the bikes in the large outdoor area. They carefully use soapy water and cloths to remove dirt from the wheels. Children work together to look after their resources. This is teaching them important responsibility skills.

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

- Children's safety is not assured. They repeatedly open a gate which leads from the playroom to the main nursery, including the office and the kitchen areas. While the leaders have added some additional security to the gate, it is ineffective and children are still able to open it. They can then move out of sight and hearing of staff. This puts children at risk of harm as they can access areas unsupervised.
- Managers clearly demonstrate what they want children to learn during their time at nursery. They have built an interesting curriculum that focuses on creating new and exciting experiences for children. However, some children in the toddler room are overwhelmed by the amount of choice that they have. Staff fail to provide the support children need to help them engage in meaningful play and learning. As a result, these children do not make the progress they are capable of.
- Poor staffing arrangements mean that not all children have their needs well met. While children are generally happy, some spend long periods of time alone and

wandering around. Staff fail to notice when children fall asleep in the corner of the room. This does not support the emotional development and well-being of children.

- Managers complete regular supervisions with staff. Staff speak highly of the manager. However, some staff feel that they do not always get the support they need to complete regular training and professional development opportunities. This impacts on their professional development and knowledge, and the overall quality of the nursery.
- Young babies settle quickly in the arms of nurturing staff. Even the newest children happily wave off their parents as they leave. Thorough settling-in processes support the smooth transition into nursery. Regular sharing of information at parents' evenings builds strong relationships with families. It also means ideas are shared with parents on how to continue and consolidate learning at home.
- Children eat balanced and nutritious meals and snacks. They are encouraged to be independent. Children self-serve their food and skilfully use cutlery to feed themselves. Allergy management procedures are secure. This means that children's individual dietary needs are met.
- All children enjoy daily access to age-specific areas in the garden. Older children practise their balancing skills on a tricky obstacle course. They work in pairs to negotiate the see-saw. Young babies feel the texture of sand in a tray. They have lots of space and opportunity to move freely on the floor. This helps to build the core strength needed to develop their physical skills.
- Children are encouraged to be creative and use their imagination. The work around the nursery is clearly that of the children. This builds self-esteem as children can proudly show off their work. Pre-school children pretend to have a tea party with their friends. They chatter among themselves as they enjoy the role play food and drink at the table. This helps to develop friendships and children's communication skills.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff fail to identify risks within the environment. Children can easily open gates and roam into areas that are unsafe. When children leave the area through the gate, they are not in sight or hearing of staff. This means children are in danger and risk sustaining an injury. Staff do not know the procedure to follow if they are concerned about a child's welfare or who to contact if an allegation is made against a member of staff. Leaders do not know their obligation to contact Ofsted if there is an allegation against a member of staff. Staff are unable to describe the signs and symptoms of female genital mutilation and radicalisation. This means staff cannot safeguard against this type of abuse as they do not know what to look out for. Leaders do implement safe and robust recruitment procedures, and they assess the ongoing suitability of staff who work with children.

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 risk assessments are carried out to assess and remove or minimise any risks to children	10/06/2023
ensure that managers and staff have up-to-date knowledge of safeguarding issues and understand the safeguarding policy and procedures, including who to notify in the event of an allegation against a member of staff	10/06/2023
ensure staffing arrangements meet the needs of all children	10/06/2023
ensure children remain in sight and/or hearing of staff at all times	10/06/2023
ensure staff have the support they need to access and complete professional development opportunities so they have the skills they need to fulfil their roles.	10/06/2023

Setting details

Unique reference number	EY386701
Local authority	Sandwell
Inspection number	10291839
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 11
Total number of places	73
Number of children on roll	117
Name of registered person	Sandwell Supply Nursery Services Limited
Registered person unique reference number	RP535386
Telephone number	0121 552 5242
Date of previous inspection	9 December 2021

Information about this early years setting

Unicorn Day Nursery registered in 2009 and is situated in Oldbury, West Midlands. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 and above, including three who hold level 5. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It operates a before- and after-school club during term time. Sessions are from 7.30am to 8.40am and 3.30pm to 6pm. A holiday club operates from 7.30am to 6pm during school holidays.

Information about this inspection

Inspector
Katie Rudge

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 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, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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