

# Inspection of Earlyworld Nursery

Earlyworld Nursery, Hadley Park, Telford, Shropshire TF1 6AF

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Inspection date: 17 May 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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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**

Weaknesses in staff's knowledge of safeguarding and the overall quality of the nursery environment impact on children's safety, well-being and learning. The manager does not oversee daily checks of the outdoor areas to ensure children play in a safe environment. The deployment of staff is not effective. During the early part of the morning, one member of staff supervises seven children aged under two years. This means that the required staff-to-child ratios are not maintained, which has an impact on the quality of care the youngest children receive.

Children's learning is not consistently prioritised. Staff do not always provide meaningful interactions and activities to build on what children already know and can do, to help them make progress. As a result, some children lose interest and wander around the room aimlessly. Despite this, most children arrive happily at the nursery and show they feel secure with staff as they separate from their parents. Children have access to a range of toys and resources and make independent choices about what they would like to do. Staff working with older children in the pre-school plan enjoyable, adult-led activities and teaching is more purposeful. For example, children have fun planting sunflower seeds. They take turns using a small spade to scoop soil into plant pots and tell staff that the plants need the sun and water to grow.

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

- The manager has not identified significant weaknesses within the nursery. She does not ensure that all staff understand the signs and symptoms that indicate a child is at risk of harm. The manager does not successfully monitor the quality of teaching and children's learning to identify weaknesses in staff practice. As a result, staff do not receive appropriate support, training and mentoring to help them improve and raise the quality of their practice. Furthermore, the manager does not ensure that the deployment of staff consistently meets the required staff-to-child ratios.
- The curriculum is poorly designed and lacks depth, which does not fully support children's learning and progress. Staff do not take into consideration the age and stage of development of children taking part in activities. For example, staff provide children with scissors to cut out different pictures of caterpillars from a worksheet and arrange them in size order. However, the activity is not differentiated for children's different abilities. As a result, some children spend time unoccupied, waiting for staff to help them. Some staff's interactions with children are poor. They do not recognise opportunities to challenge or extend children's learning to help them make the best possible progress.
- Children benefit from daily opportunities to play and exercise in the fresh air.

They enjoy playing in the sandpit, ride on wheeled toys and climb steps to the small slide, practising their physical skills. Although risk assessments are in place, the manager and staff do not routinely carry these out. As a result, when younger children go outside first thing in the morning, hazards, such as broken pots and dirty equipment, have not been identified and minimised. This compromises children's health and safety.

- Most children behave well. Staff remind them to share and take turns. They praise children's achievements, such as when they use building blocks to build a large tower. This helps to boost children's self-esteem and understand what is expected from them. Staff are kind and caring in their approach. If children are in need of some reassurance, they offer cuddles, which helps children to settle.
- Children are provided with snacks and freshly prepared meals as part of a healthy and balanced diet. They have some opportunities to develop their independence, such as washing their hands after using the toilet. Older children in the pre-school enjoy helping with tasks, such as tidying away toys and equipment.
- Children have opportunities to access books and enjoy listening to stories being read to them. Younger children join in with singing action nursery rhymes. This helps to support the development of their early communication and literacy skills.
- Staff share information with parents about their child's day through face-to-face conversations and an online learning journey. They keep parents informed on where children are in their learning and invite parents into the nursery for special events.
- Staff support children in developing an awareness of diversity represented in modern Britain. Children celebrate a range of festivals, taste different foods and learn about the customs of others. This helps them to begin to respect differences.

## **Safeguarding**

The arrangements for safeguarding are not effective.

The manager does not ensure that all staff understand the signs and symptoms that indicate a child is at risk of harm. They do not have an understanding of the 'Prevent' duty to protect children from radicalisation and extreme views. This potentially compromises children's welfare. That said, the manager does have a good knowledge of the signs of abuse and knows who to contact if she had a concern about a child. She also understands her role in reporting to other professionals if they receive an allegation about a member of staff. The manager and staff do not risk assess the premises effectively to help identify and minimise hazards. This compromises children's safety. The manager follows safer recruitment procedures to ensure the suitability of staff.

## **What does the setting need to do to improve?**

**To meet the requirements of the early years foundation stage, the**

**provider must:**

	<b>Due date</b>
improve the use of risk assessment to ensure that all risks to children's health and safety are identified and minimised	02/06/2023
improve the deployment of staff to ensure that the required staff-to-child ratios are met at all times	02/06/2023
identify and address weaknesses in staff's safeguarding knowledge	02/06/2023
ensure all children benefit from a well-planned and ambitious curriculum that enables them to engage in meaningful learning	16/06/2023
provide staff with mentoring, coaching and training to improve their knowledge of how children learn and promote consistently good teaching and learning.	16/06/2023

## Setting details

<b>Unique reference number</b>	208193
<b>Local authority</b>	Telford & Wrekin
<b>Inspection number</b>	10285940
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	115
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Earlyworld Limited
<b>Registered person unique reference number</b>	RP520252
<b>Telephone number</b>	01952 272700
<b>Date of previous inspection</b>	25 October 2017

## Information about this early years setting

Earlyworld Nursery registered in 1998 and is located in Telford, Shropshire. The nursery employs 21 members of childcare staff. Of these, one holds qualified teacher status, two hold a qualification at level 4, eight hold a qualification at level 3 and three at level 2. The nursery opens Monday to Friday, all year round, from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Hulme

## Inspection activities

- This was the first routine inspection the nursery 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 discussed how the curriculum is organised.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- 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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