

Inspection of Thornbury Play & Learn Nursery

103 Thornbury Road, Bradford, West Yorkshire BD3 8SA

Inspection date:

22 May 2023

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised as staff, including the designated safeguarding lead in the absence of the manager, do not have a clear understanding of the signs and symptoms that may indicate a child could be at risk of harm. Staff are not clear who to contact if they have a child protection concern. In the absence of the manager, the temporary deputy manager does not understand her roles and responsibilities to keep children safe. Staff have failed to identify risks to children during daily safety checks. For example, cleaning materials hazardous to children's health and plastic bags are accessible to children.

Children's understanding of their health and safety are not promoted. For example, children and staff do not practise safe evacuation of the premises. Children are not protected from the sun in hot weather. Hygiene routines are inconsistent, such as children share water bottles and cups.

Despite these concerns, children are happy and settled. Children benefit from stimulating and age-appropriate activities that promote their learning experiences and support their development. For example, knowledgeable staff weave mathematical learning into all children's activities. Children place shaped tubes onto a pole as they recall the shapes and colours and count out how many sides the shapes have. As children pour water into tall tubes, they say if they are 'full, empty' or 'half full'. As a result, children make good progress in their learning and development, including children with special educational needs and/or disabilities.

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

- The provider has failed to ensure that the temporary deputy manager has the skills and knowledge to manage the setting in the absence of the manager. This includes her role as the designated safeguarding lead. As a result, children's health and safety are compromised.
- Leaders and staff do not fully understand the indicators of abuse. Staff are confident in the knowledge that they would contact the local authority if they had a child protection concern. However, they do not know which team to contact within the local authority to seek advice or support. This compromises children's safety.
- Staff do not identify potential risks to children. On the day of the inspection, staff had carried out daily safety checks. However, these were not effective in identifying that a bottle of bleach was left on the toilet floor and children had easy access to plastic bags in the changing unit. This does not ensure that children are kept safe.
- Staff do not implement their sun safety procedures. Children are not taught how to keep themselves safe in the sun. Although parents have given their consent

to apply sunscreen, children play outdoors in hot weather with no hats or sunscreen. This compromises their health.

- The setting has appropriate fire detection and control equipment, which is regularly tested. However, although there is an evacuation procedure in place, children and staff do not practise this to ensure that they understand what to do in the event of an evacuation taking place. This does not promote children's safety.
- Staff have not considered the potential risk to children's health and safety by allowing them to play and hold a stray cat from the local area. This compromises children's safety.
- Children learn to wash their hands before and after their snack. They wipe their own noses where possible and understand this is to prevent germs. However, children share their water bottles and drinking cups. This does not promote good hygiene practices.
- Staff have a clear understanding of what they want children to learn. Children form close relationships with their key person, who knows them well. This enables key persons to plan activities based on individual children's interests and needs. For example, staff encourage children to chop up fruit for their snack using knives to develop their fine-motor skills. Children carefully connect small blocks and magnetic shapes together. They build on what they already know and can do.
- Children demonstrate kindness to their friends and staff. They use their manners without been prompted to do so. For example, when riding bicycles, children clear the path for each other, so they can ride around the climbing frame.
- Children concentrate on their chosen activities often for prolonged periods of time. For instance, children use spoons and ladles to fill up bowls of cereals. They count how many spoons of cereal fill the bowls. Children describe the textures, such as 'hard' and 'crunchy'. They empty the bowls and start again.
- Staff role model good speech and language. They repeat and recall children's words. Staff use open-ended questions to encourage children to think and promote their speech. For example, when making a cake, children talk about the ingredients they will need. They follow the instructions and talk about staff putting the cake in the oven as it is 'hot' and can 'burn'. Children demonstrate good speech and language skills.
- Parents receive regular updates about their child's progress and daily routines. They have opportunities to meet with their child's key person and review their children's learning.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to ensure that all staff, including those with leadership responsibilities, understand their roles and responsibilities to safeguard children. Staff do not complete secure checks of all areas of the premises children access. For example, staff do not recognise that a safety gate is broken and children have access to hazardous materials. Children's health and safety are not promoted. All

staff hold a paediatric first-aid certificate to support children in the event of an accident or incident.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that there is a named deputy, who has the skills and knowledge to take charge in the manager's absence	23/06/2023
provide all staff with a clear understanding of the signs and symptoms that may indicate a child could be at risk of harm	23/06/2023
ensure that all staff know who to contact if they have a child protection concern and the procedures to follow	23/06/2023
implement effective risk assessments to identify any potential risks to children's health and safety	02/06/2023
improve staff and children's understanding of implementing sun protection practices to keep children safe in hot weather	02/06/2023
make sure that staff and children are given opportunities to practise evacuation procedures in the case of a fire or other emergency	02/06/2023
strengthen staff's awareness of the risks to children's health and safety	02/06/2023
review hygiene practices to ensure that children do not share water bottles and cups to reduce the spread of any germs.	02/06/2023

Setting details

Unique reference number	EY497491
Local authority	Bradford
Inspection number	10293082
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	23
Name of registered person	Thornbury Play & Learn Nursery CIC
Registered person unique reference number	RP910450
Telephone number	07966022898
Date of previous inspection	26 April 2018

Information about this early years setting

Thornbury Play & Learn Nursery registered in 2016 and is located in Bradford. There are four members of childcare staff employed, all of whom hold appropriate early years qualifications at level 3 or above. The setting opens Monday to Friday, during term time. Sessions are from 8.45am until 11.45am and from 12.15pm until 3.15pm. The setting receives funding to provide early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jo Clark

Inspection activities

- This was the first inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The deputy manager and the inspector completed a learning walk together to understand how the early years setting and curriculum are organised.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact on children's learning.
- Children spoke to the inspector about their experiences in the setting.
- Parents shared their views of the setting with the inspector.
- A meeting was held with the deputy manager. This included a review of relevant documentation, including staff's suitability and training.

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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