

# Inspection of Saplings (Childrens) Day Nursery Ltd

Cadland Primary school, Whitefield Road, Holbury, SOUTHAMPTON SO45 2HW

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Inspection date: 21 June 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
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Behaviour and attitudes	<b>Inadequate</b>
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Personal development	<b>Inadequate</b>
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Leadership and management	<b>Inadequate</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children's safety is not assured at the nursery. The provider does not have robust recruitment procedures in place. As a result, this does not ensure that those working with children are suitable. In addition, staff are not secure in their understanding of the procedures to follow should they have concerns about a child in their care. Despite the weaknesses, children arrive happy and confidently leave their parents at the nursery entrance.

Staff do not provide children with a curriculum that supports them to learn well enough. They do not plan effectively to ensure that all children benefit from activities which meet their individual needs. For example, children play with a variety of equipment and resources, including play dough and construction toys. However, there are no clear intentions for their learning. Staff do not provide opportunities for children to develop their large physical skills. As a result, many children are desperate to climb, and attempt to scale small building blocks and large blocks, which are not designed for this purpose. This does not meet their needs, or keep them safe.

Staff do not embed clear expectations and boundaries for children's behaviour. As a result, some children show little respect for each other, the staff, or their environment. For example, children draw on the walls and rip story books. Consequently, their behaviour disrupts other children's learning. All children, including children with special educational needs and/or disabilities (SEND), are not making the progress of which they are capable.

Babies explore their environment freely, for example, they enjoy playing with the sand and water. They receive cuddles from their key persons when they go to them for reassurance. This helps to develop their sense of security and belonging.

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

- The directors do not have effective oversight and governance of the nursery. The recently appointed, experienced manager has only been in post for 10 working days and recognises the weaknesses. She has introduced an action plan and is prioritising what is needed to put things right. Staff report their well-being is good. However, the system for staff supervision is not currently embedded. As a result, staff do not receive the support they need to update their knowledge and improve their practice.
- Staff do not have high expectations for children's learning and behaviour. For example, at times, children struggle to share resources, and snatch toys from each other. Staff attempt to address incidents of poor behaviour, however, they are inconsistent in their approach. As a result, incidents are frequent as staff do

not teach children to learn about the impact this has on themselves and others.

- Staff do not provide an ambitious, well-planned curriculum to support children's learning and development. They know the children well and are very caring towards them. However, they lack the knowledge to implement what children need to learn, in order for them to make good progress. As a result, children are not engaged in purposeful play, to reach their full potential.
- Children already identified as having a delay in their language skills have few opportunities to develop their communication further. For example, staff do not provide enough opportunities, or planned activities, to enable children to benefit from rich learning experiences. As a result, children's communication and language development is not good enough.
- Staff do not supervise children well enough at snack and mealtimes. They do not intervene to stop children putting large pieces of food in their mouths and do not teach children the importance of cutting their food into bite-sized pieces to reduce the risk of choking. In other respects, mealtimes are positive, sociable experiences. Children benefit from the opportunities to choose from a variety of fresh fruit, and staff encourage them to spread the butter on their bread.
- Although the key-person system is in place in the baby room, it is not embedded across the rest of the nursery. Children in the older age groups have their nappies changed by different staff. This does not give children the opportunity to spend time with their special person during personal care routines. As a result, this does not promote a sense of attachment and well-being in the older age groups.
- Parents and grandparents speak highly of the nursery. They comment that the staff are very caring and know their children well. However, they are not all aware of who their children's key persons are, or kept informed of their next steps in learning. Parents remark that the new manager appears to have settled in well and is making positive changes.

## **Safeguarding**

The arrangements for safeguarding are not effective.

Weaknesses in management practices mean that children's safety is not assured. The provider fails to implement robust recruitment procedures. Systems are not in place to complete essential checks to ensure that staff are suitable to fulfil the responsibilities of their roles. Staff do not understand the procedures to follow if they are worried about a child's welfare. In addition, they are unclear on the reporting process if they have concerns about the conduct of adults. Staff hold current paediatric first-aid certificates and maintain their training. This helps them to keep their knowledge updated to respond to children's accidents appropriately.

## **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>
improve recruitment and vetting procedures of staff and students to ensure that those looking after children are suitable and remain appropriate to fulfil the requirements of their roles	05/07/2023
ensure that all staff develop a secure, up-to-date knowledge of safeguarding, including the procedures to follow in the event of any safeguarding concerns	05/07/2023
introduce regular supervision for all managers and staff and strengthen monitoring systems, in order to identify and prioritise training needs, to improve the quality of teaching	19/07/2023
ensure that staff follow effective behaviour management strategies to help children gain a secure understanding of what is acceptable and unacceptable behaviour	19/07/2023
ensure that children are effectively supervised at mealtimes	05/07/2023
improve the key-person system to ensure that this is embedded across the nursery and that all parents are aware of who their child's key person is	05/07/2023
ensure that the curriculum is broad and balanced to meet the needs of the children, with a clear focus on communication and language.	19/07/2023

## Setting details

<b>Unique reference number</b>	EY432713
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10299071
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Saplings (Childrens Day) Nursery Ltd
<b>Registered person unique reference number</b>	RP530924
<b>Telephone number</b>	02381 120016
<b>Date of previous inspection</b>	11 September 2018

## Information about this early years setting

Saplings (Childrens) Day Nursery Ltd registered in 2004. It operates in the grounds of Cadland Primary School in Holbury, Hampshire. The nursery is open each weekday from 8am to 5pm, during term time. The nursery is in receipt of funding for the provision of early education to children aged two, three and four years. The nursery employs 17 members of staff, 13 of whom are qualified in early years at level 3 to level 6.

## Information about this inspection

### Inspector

Lindsay Osman

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and inspector completed a learning walk, during which, they discussed the early years curriculum and 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting. Parents and grandparents also shared their views of the nursery with the inspector.
- The inspector carried out a joint observation of a communication and language activity with the manager.

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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