

Inspection of Stickleberries

Stickleberries, Winterborne Stickland, Blandford Forum DT11 0NN

Inspection date: 1 August 2023

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

The provision is inadequate

Significant weaknesses in the leadership and management of the setting mean that children's safety and well-being are not assured. Managers, who also act as the designated safeguarding leads (DSL), do not have a good enough understanding of safeguarding policies and procedures. They do not do enough to ensure that children who are at risk are protected. For example, they do not record concerns about children's safety or pass them on to the relevant authorities in a timely manner, placing vulnerable children at further risk of harm. Despite being raised as a concern at the last inspection, managers still do not ensure that staff supervise children to keep them safe and prevent them from leaving the premises unsupervised.

Managers do not ensure that staff deliver an ambitious curriculum that supports children to make good progress in their learning and development.

Managers do not ensure that staff know how to manage children's behaviour. For example, when children display unwanted behaviour, staff do not talk to them about what they have done and explain the consequences of their actions. They are not helping children to understand suitable expectations for their behaviour. As a result, children do not learn boundaries and how to engage respectfully with others, limiting their personal and social development.

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

- Managers do not ensure that systems for monitoring injuries that happen to children away from the setting are effective. As a result, injuries and patterns of injuries that might indicate a safeguarding risk are not being identified. For example, when children sustain injuries outside of the setting, staff do not gather or record crucial information to help them identify and report any potential safeguarding concerns.
- The DSLs do not ensure that information is passed to agencies with statutory responsibility for safeguarding and protecting children when concerns are raised by staff. They also do not recognise how information about children who are already vulnerable to abuse and neglect can contribute to a wider picture held by other agencies. As a result, they are not sharing key information, which puts these children at further risk.
- The key-person system is not effective and, as a result, staff do not have the information they need to tailor their support to meet the children's individual needs. Managers do not obtain sufficient information about children who are new to the setting, particularly children who speak English as an additional language (EAL). Many new children do not speak English and therefore cannot understand what staff are saying to them. Not enough is being done to help

children who speak EAL to become familiar and settled before they are left in the care of nursery staff. As a result, the youngest of these children become extremely distressed.

- The curriculum does not meet the needs of the children. The manager and staff do not successfully plan or implement a curriculum that helps children to learn. Staff do not know what it is children need to learn and why. They do not consider the individual needs of the children to enable them to make progress in their learning. Staff supervise children's play but do not make the most of interactions to ensure they are purposeful.
- The curriculum for communication and language is not implemented well enough. For example, during planned activities, staff's interactions with children are very limited, and staff do not consider how to extend and broaden children's vocabulary. Children frequently become disengaged and do not maintain their focus. Children, including those with speech and language delays, are not getting the continued help and support they need to make rapid progress.
- Children's behaviour is not well managed. Poorly planned daily routines and long waiting times during transitions do not adequately support children's needs. For example, during the time between circle time and lunch, toddlers become restless because there is little to occupy them. This results in periods where toddlers run around. This creates a chaotic environment, where toddlers struggle to settle down for their lunch and sleep times. At times, staff do not use effective strategies to manage older children's behaviour. For example, they tell children to apologise for their actions towards others without giving them clear explanations to help them understand the impact of their actions.
- Policies to protect children from the risk posed by the use of personal mobile phones and cameras in the setting are not implemented effectively. For example, a visitor used her personal mobile phone to take pictures of children within the garden area. This went unnoticed by staff until they were alerted by the inspector. While staff asked the visitor to refrain from taking further photos, they did not take steps to ensure that photos already taken do not pose a risk to children's safety. When questioned, staff showed no understanding of this potential risk.
- Parents and carers are happy with the nursery. They speak highly of the 'kind' and 'friendly' staff team. Communication with parents is good. For example, staff provide updates on the online learning platform, which parents enjoy looking at. Parents know who their child's key person is, and they feel that they get regular opportunities to speak with staff regarding any concerns they have.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety and well-being are significantly compromised. Although managers and staff complete training in safeguarding matters, they fail to follow their safeguarding policies and procedures. This jeopardises children's safety and welfare. Staff carry out daily risk assessments, such as checking for broken toys. However, managers fail to ensure that staff deployment is effective. This means

that children can leave rooms unnoticed. Children's safety is not assured.

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 that all staff, including the designated safeguarding lead, can identify, record and monitor signs of possible abuse or neglect in a timely manner	04/08/2023
ensure that all staff follow the setting's safeguarding policies and procedures in relation to use of mobile phones in the setting	04/08/2023
improve the deployment of staff in the pre-school room so that children are appropriately supervised and have their needs met	04/08/2023
ensure that information which indicates a child's safety may be at risk is shared with the relevant safeguarding agencies in a timely manner	04/08/2023
ensure that staff have the necessary skills to manage children's behaviour effectively	18/08/2023
implement an effective key-person system and ensure that staff know how to support the individual needs of all children.	18/08/2023

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

	Due date
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implement a broad curriculum that ensures all children receive the appropriate level of challenge they need to achieve and attain their next steps in learning.	18/08/2023
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Setting details

Unique reference number	EY493669
Local authority	Dorset
Inspection number	10281331
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 7
Total number of places	52
Number of children on roll	134
Name of registered person	Stickleberries Day Nursery Limited
Registered person unique reference number	RP534907
Telephone number	01258 880417
Date of previous inspection	8 February 2023

Information about this early years setting

Stickleberries registered in 2015 and is located in Winterborne Stickland, Dorset. The nursery is open all year round, from 7.45am to 6pm. It receives funding for the provision of free early years education for children aged two, three and four years. There are 14 members of staff who work directly with children, including the manager. Of these, seven are qualified to level 3, two hold a level 2 qualification and five are unqualified.

Information about this inspection

Inspectors

Marie Swindells
Mikaela Jauncey

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- One of the managers and one of the inspectors completed a learning walk together of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspectors observed the quality of education being provided throughout the nursery and assessed the impact that this was having on children's learning.
- The inspectors interacted with children during the inspection. They talked to staff, parents and the leadership team and took account of their views.
- Two joint observations were completed with the inspectors.
- The inspectors met with the managers. They 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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