

Inspection of Inspire Day Nursery

68 Windmill Road, CROYDON CR0 2XP

Inspection date:

14 July 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

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 safety and well-being are not assured due to weaknesses in staff deployment and risk assessment. This has resulted in breaches to the welfare requirements. Practitioners are not deployed effectively within the nursery to help ensure children's safety. Leaders do not ensure that risk assessment procedures are effective. Practitioners fail to identify potential risks and hazards in the environment so that these can be minimised or removed. This compromises children's health and safety.

Leaders are clear about what they want children to learn, but this is sometimes inconsistently planned and implemented. The environment is not engaging enough for younger children, and the deployment of staff impacts negatively on children's learning needs, including those with special educational needs and/or disabilities (SEND). For instance, at times, leaders deploy staff to work in different rooms, meaning that some children do not get consistent support from their key person in their learning. Children do not always make the best possible progress.

Children are happy and settled. They form positive relationships with their key person. Generally, children behave well and know what is expected of them. For example, they demonstrate an understanding of the daily routine. They line up to wash their hands and to go to the dining room, ready for lunch. However, the environment can be chaotic. Consequently, minor conflicts between children go unseen. This means that children do not always get the support they need to resolve conflicts with peers, in order to aid their social development.

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

- Staff's supervision of children is weak. For example, children access climbing equipment without staff supervision and support to ensure that they are using the equipment safely. This means that children are at higher risk of having an unexplained injury, which compromises their safety.
- Risk assessment is poor. Practitioners fail to recognise and manage hazards in the environment, such as trip hazards outdoors. Furthermore, finger guards on some doors are broken and have sharp edges. This puts children at risk of injury.
- Staff deployment does not always meet children's learning needs. At times, during periods of staff absence, leaders do not organise the deployment of key staff well enough. This means that staff are not always available to work with their key children, including children with SEND. This hinders the potential progress some children are able to make.
- Children do not always receive consistent and good levels of interaction. This means their individual learning needs are not always met. For instance, while

some engage children effectively in learning, others fail to motivate children to join in and play. This leads to large groups of children gathering around one member of staff to seek interesting interactions, which becomes difficult to manage. At these times, some children are not able to access the activity and get involved to fully benefit from the learning experience.

- Overall, leaders have designed a suitable curriculum to help support children across the seven areas of learning. However, practitioners do not always plan activities well enough to ensure that all children are supported to the highest level.
- Practitioners support children's communication and language skills suitably. For example, they introduce new words and encourage repetition to help widen children's vocabulary. Practitioners talk to children and ask questions. For instance, while children are cutting fruits and vegetables, practitioners ask them questions about similarities and differences.
- Children have suitable opportunities to learn to count. For instance, at lunchtime, they count cutlery as they collect it, ready to give to their friends. Children also have opportunities to recognise numbers and shapes. For example, during activities, staff encourage children to find shapes in the environment. This supports children's mathematical development adequately.
- Practitioners work in partnership with parents and other agencies, such as speech and language therapists, to help children meet their individual targets. The manager uses additional funding appropriately to provide some one-to-one support for children who need it.
- Leaders understand the importance of continuous professional development to help keep both their own and the team's knowledge and skills up to date. They have identified some weaknesses through supervisions and addressed these with specific training. However, leaders have failed to recognise all weaknesses in practice and to take suitable action to ensure that the quality of education and care is at a good level.
- Children have regular opportunities to go outside for fresh air and exercise. Overall, children have access to suitable resources to support their physical development.

Safeguarding

The arrangements for safeguarding are not effective.

Risk assessment and staff deployment are ineffective. Practitioners do not recognise potential hazards to children or position themselves in a manner to supervise children efficiently. Leaders and practitioners have secure knowledge and understanding of the signs and symptoms of child abuse. They know the procedures to follow if they have a concern about a child in their care. Leaders follow safer recruitment processes to ensure that all staff are suitable to work around children.

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:**

	Due date
ensure that staff deployment is effective and that all staff are aware of and can constantly implement appropriate procedures to keep children safe and adequately supervised	15/09/2023
take all reasonable steps to ensure that children are not exposed to risks, including ensuring that staff have thorough knowledge and understanding of their role and responsibility with regard to risk assessments, so that the environment is safe	15/09/2023
develop training opportunities for practitioners to further build on their skills to offer quality learning and development experiences, particularly for younger children.	15/09/2023

Setting details

Unique reference number	EY462144
Local authority	Croydon
Inspection number	10301935
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	1 to 4
Total number of places	106
Number of children on roll	84
Name of registered person	Inspire Day Nurseries Limited
Registered person unique reference number	RP532554
Telephone number	0208 684 8177
Date of previous inspection	28 November 2019

Information about this early years setting

Inspire Day Nursery registered in 2013. It is privately owned and operates from premises in the London Borough of Croydon. The nursery is open each weekday, from 7.30am until 6.30pm, for 50 weeks of the year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. A total of 13 staff work with the children. Of these, two members of staff, including the owner, hold a level 6 qualification. The manager holds a qualification at level 4. There are six staff who hold level 3 qualifications, two staff who hold level 2 qualifications, and five staff are unqualified.

Information about this inspection

Inspectors

Katie Smith
Anja Eribake

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have 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 inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspectors during the inspection.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- The inspectors carried out joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.

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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