

Inspection of Carlton Day Nursery

3 Maxwell Avenue, DERBY DE22 1GQ

Inspection date:

9 August 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

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

Some staff do not have a secure knowledge of all aspects of safeguarding to assure children's safety. Some records, such as all accident records, are not accessible for inspection. This is a requirement of registration.

There is no clear curriculum for staff to implement in practice. The manager does not identify weaknesses in staff practice or monitor them well enough to improve their practice. Some staff, particularly those who work with babies and younger children, struggle to have a secure understanding of child development or know their key children well enough. Consequently, these children's individual care and learning needs are not identified or prioritised. For example, some very young children's identified next steps in learning are to count, which is not age-appropriate. These young children, who also have some limited spoken language, do not engage in the activities. They choose to roll around on the carpet. This is because some of the activities provided for these children are not exciting or do not entice children to remain deeply engrossed in their play. Some staff who work with babies have limited interaction with them. Babies are not supported well enough to develop good communication and language skills.

Despite the weaknesses, children are happy and behave well. Staff praise them for their achievements, which raises children's self-esteem and confidence. Children enjoy playing outside, which supports their health and physical development. For example, older children use tricycles and balance bicycles. They carefully manoeuvre the bicycles around cones to develop their control and balance skills.

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

- The manager does not make sure that all staff have a secure understanding of all aspects of safeguarding practice. Some staff have weak knowledge of how to protect children from extreme views and ideas or from being exploited. Consequently, children's safety is not fully assured.
- The manager completes regular observations of staff practice and holds supervision sessions with them. However, these are not effective in identifying and addressing weaknesses in staff practice. The manager does not provide staff with the necessary coaching and support they need to help them improve their skills and knowledge.
- The manager does not make sure that all staff understand their important role as a key person. For instance, some staff are unable to recall the ages of children in their key-person group or identify if they receive early years government funding or not. Some staff do not know the needs, interests and development of the children in their care. Consequently, children's overall learning and care needs are not met.

- The storage and retention of records are ineffective. For example, the manager does not ensure that all records related to children's accidents are accessible and located easily for inspection.
- The manager does not ensure that her vision of how to deliver an ambitious curriculum is understood by all her staff team. Some staff, particularly those who work with babies and younger children, have a limited knowledge and understanding of child development. This means that their assessments of children's development are not accurate, and the expectations set by staff are too high. Consequently, when staff plan play activities and experiences for children, they are not always appropriate, stimulating and interesting. Therefore, children lose interest and are not engaged in their play. Young children do not develop the skills they need to prepare them for future learning.
- Children do not receive consistent levels of engagement and interaction from staff. For example, during general play activities, some children are left to play by themselves with little support from staff. Consequently, these children are not encouraged to learn as much as they can or to develop a wider range of vocabulary.
- Staff work closely with other agencies and parents to support children with special educational needs and/or disabilities. Children are offered focused learning support as they play during activities.
- Children follow instructions well, share toys and take turns. Staff help children who become upset to self-soothe and manage their own emotions in a safe way. Children settle quickly back into their chosen play.
- Parents speak positively about the service they receive. They comment how information is shared with them by staff when they drop off and pick up their children. They comment on how well the online communication system works, which is how they are kept up to date about their child's day.

Safeguarding

The arrangements for safeguarding are not effective.

Some staff are not secure in their knowledge of the 'Prevent' duty guidance and county lines. They do not know how to identify all the signs that a child is at risk of radicalisation, despite completing safeguarding training. Nevertheless, all staff are confident in other signs that a child may be at risk of harm. They know they must follow the child protection procedures to keep children safe. Staff deploy themselves well and report to one another if they are leaving the room. Children are closely supervised by staff to ensure they are safe. Staff complete appropriate risk assessments of the environment to ensure the premises are safe and secure for 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 all staff have a secure understanding and up-to-date knowledge of safeguarding practice and procedures, including county lines and 'Prevent' duty	23/08/2023
ensure the ongoing coaching and support for staff identifies weaknesses in practice and further develops their skills and knowledge	23/08/2023
implement an effective key-person system to ensure that staff know children in detail in order to support all their needs	23/08/2023
ensure that all necessary records are available and easily accessible for inspection, with particular regard to accident records	23/08/2023
improve staff understanding of child development, in particular those who work with babies and younger children	23/08/2023
make sure that staff understand how to deliver a curriculum which is carefully planned and tailored to individual children's learning needs	23/08/2023
improve staff interactions and engagement with children to support children's communication and language development.	23/08/2023

Setting details

Unique reference number	206091
Local authority	Derby
Inspection number	10304487
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 8
Total number of places	90
Number of children on roll	98
Name of registered person	Blackwood, Arthur
Registered person unique reference number	RP905644
Telephone number	01332 366223
Date of previous inspection	19 June 2018

Information about this early years setting

Carlton Day Nursery registered in 1994 and is situated in Derby, Derbyshire. The nursery employs 13 members of childcare staff. Of these, one holds a relevant childcare qualification at level 5, five at level 3, four at level 2 and three are unqualified. The nursery opens all year round, from Monday to Friday, only closing on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for children aged two, three and four years old.

Information about this inspection

Inspector

Judith Rayner

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.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of teaching during activities and assessed the impact that this has on children's learning.
- The manager and inspector completed a joint observation of activities in a nursery room and evaluated the observation together.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector spoke with the manager, staff and the children at appropriate times throughout the inspection.
- The manager provided the inspector with relevant documentation, including the evidence of staff qualifications, and also checked the suitability records of staff.

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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