

Inspection of Rockwell House Day Nursery And Nursery School

Wallingford Street, Wantage OX12 8AZ

Inspection date:

25 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

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. For example, at times, the supervision of children is poor, and staff do not effectively tend to the children's needs. Although staff are busy cleaning or carrying out housekeeping tasks, they do not have a proactive approach to establishing what may pose a risk to children's safety. As a result, children begin walking around the room at mealtimes with cutlery in their hands. They repeatedly climb on furniture to look out of the window and run water, which makes large puddles on the play area floor, causing a slip hazard. This does not support children to keep themselves safe.

Leaders have some systems in place to support staff. However, these are not effectively embedded to raise the teaching and learning experiences for children. This leads to inconsistency in the quality of teaching. For example, staff do not manage routines well. At times, toys and resources are disorganised and this makes it difficult for children to independently find the things they want to play with. As a result, many children wander aimlessly around the room. During planned activities, some staff supervise and do not respond appropriately to ensure that all children are engaged and enjoy their experiences. This means that not all children make good progress in their learning and development.

Children are happy and eager to join in outdoor play as they arrive at the nursery. They readily leave their parents and are greeted by staff who are delighted to see them. Overall, children behave well. Some staff gently remind children of the rules and expectations for their behaviour, such as using 'kind hands in nursery'. Children enjoy sensory activities, such as mixing flour and water to make dough and hand printing. Some staff communicate effectively with children and initiate lively conversations during storytelling sessions that support children's language skills. However, not all staff interact confidently with children. They lack a secure understanding of how to support and extend children's learning and development to help all children to achieve.

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

- There have been significant changes to the staffing in the nursery over the last few months. This has had an impact on the quality of care, interactions and expectations of what children can learn. However, leaders are working hard to meet ratios and ensure sufficient staff are working directly with the children.
- Although staff have completed relevant safeguarding training, not all staff have a secure and confident understanding of all safeguarding issues and procedures. This includes reporting concerns to the relevant agencies. This compromises children's welfare.
- Routine parts of the day become chaotic and staff do not supervise children

sufficiently during mealtimes. This is because staff prioritise other tasks, such as clearing up and preparing food, rather than meeting the children's needs. Consequently, staff fail to quickly respond when children move around while eating, climb and pour water onto the floor. Staff's lack of support during these times leads to a very noisy and disorganised environment, and children do not receive the care and attention they need to ensure their safety.

- The quality of staff interactions are inconsistent and the key-person arrangements are not fully effective. When key staff are absent, the buddy key person does not effectively build on what every child knows and can do to challenge and stimulate them. Most older children find the planned activities enjoyable and concentrate well to begin with. However, staff do not fully understand what they want children to learn from activities or how they will help them to move forward in their learning. Furthermore, weak staff deployment means that some children play without purposeful interaction or support from staff to engage them in learning. This includes children with special educational needs and/or disabilities who require additional help.
- Staff recognise that all children enjoy outdoor learning. Children have many opportunities to develop their physical skills. For example, older children navigate the outside space with confidence. They climb tall play equipment and are adept at negotiating the slide. Babies develop their muscle strength as they use chunky chalks and paint brushes and make marks on paper. This helps children to develop some of the skills they will need to support their future learning.
- Children enjoy healthy and nutritious foods at snack and mealtimes. Some staff encourage children to consider the benefits of healthy eating. This supports children's physical well-being and their understanding of leading a healthy lifestyle.
- Staff obtain relevant information from parents when children first start. Parents are satisfied with the care their children receive. Staff use various methods to regularly share information with parents, such as newsletters, notices, online information, parent's evenings, photographs and assessments.
- Leaders have supported the nursery staff through a time of turmoil. They have recognised through their 'recovery plan' that staff need further support to be effective. Leaders have a clear vision and demonstrate that they have the capacity to make improvements. For example, they understand the importance of ensuring that all staff receive regular supervisions and training in order to successfully raise the quality of the provision. Staff comment that they enjoy working in the nursery and that they feel well supported.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders demonstrate a suitable knowledge of the signs that indicate a child is at risk of harm, and they know how to report these concerns. However, some staff are unable to identify signs that indicate a child or family may be at risk of radicalisation. Furthermore, they do not confidently understand all safeguarding

issues and the process to report any concerns about a child's welfare outside of the nursery. Nonetheless, leaders implement appropriate recruitment and vetting arrangements to check the ongoing suitability of staff.

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 an up-to-date knowledge of child protection to enable them to confidently identify all safeguarding issues and the correct procedures for notifying external agencies	13/10/2023
improve staffing arrangements to ensure all risks and hazards to children's safety are consistently identified, removed or minimised, with particular regard to ensuring children's needs are met at all times	13/10/2023
plan and deliver a broad and ambitious curriculum that builds on every child's knowledge and skills to help them to make good progress in their learning	13/10/2023
provide staff with effective methods of coaching and mentoring to support their understanding of their roles and responsibilities and raise the quality of teaching.	13/10/2023

Setting details

Unique reference number	EY551926
Local authority	Oxfordshire
Inspection number	10310279
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	89
Number of children on roll	55
Name of registered person	Busy Bees Nurseries Limited
Registered person unique reference number	RP900821
Telephone number	01543 678593
Date of previous inspection	24 January 2020

Information about this early years setting

Rockwell House Day Nursery And Nursery School registered in 2017 and is located in Wantage, Oxfordshire. The nursery is open each weekday from 7.30am to 6pm, throughout the year. It is in receipt of funding for free early education for children aged two, and three years. The nursery employs 13 staff, 5 of whom hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Anneliese Fox-Jones

Inspection activities

- This inspection was carried out as part of a risk assessment process.
- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The inspector assessed how well leaders and staff understand and implement the setting's policies, and how they support children's learning.
- The inspector observed activities in the two main base rooms and garden. She talked to staff about the progress individual children are making and what they want the children to learn.
- The area director and the inspector completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum is organised.
- A joint observation was carried out by the inspector and a centre director. The inspector observed interactions between staff and the children and the impact these have on children's learning.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector reviewed relevant documentation, including evidence of paediatric first-aid training. The inspector had a discussion with leaders about the evaluation of the setting and plans for improvement.
- The inspector spoke to parents and children during the inspection and took account of their views.

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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