

# Inspection of Hill farm playcare ltd

8th Coventry scouts, Tay road, Coventry CV6 3EJ

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Inspection date: 5 October 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
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The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is inadequate

Children's welfare is not assured. This is because staff do not know the correct procedures to follow if they have concerns about a child, or if there is an allegation raised against a member of staff. This puts children's safety at risk. Leaders fail to recognise the importance of assigning a key person when children first start at the nursery. This does not ensure staff are able to meet children's needs and impacts on the relationships children form with staff. As a result, some children struggle to settle and build secure attachments.

Staff do not always have positive interactions with children. There are times when staff ignore children when they become upset. Staff do not consider how best to plan activities to support children during this time. This impacts on children's emotional welfare. Furthermore, parents are not informed who their child's key person is. Therefore, a relationship is not formed to enable the sharing of information. This does not consistently support children's care and learning at home and at nursery.

The nursery curriculum is not challenging for children to build on what they know and can do. There are few opportunities for children to make choices in their play. Often, children wander around activities and struggle to stay focused. That said, children enjoy their time in the garden as they ride on tricycles. They sit and listen to stories with staff to develop their vocabulary. Staff implement rules within the nursery to help children to understand the expectations for their behaviour.

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

- Staff have a poor understanding of how to report concerns about a child or an allegation against a member of staff. They do not follow procedures in accordance with their local authority safeguarding partners. The nursery policy does not reflect the correct procedure staff should follow. This compromises children's safety.
- Children are not assigned a key person when they start at nursery. This does not enable children to build secure relationships with staff. Children who are new to the nursery struggle to settle and spend much of their time alone and upset. They soothe themselves, with minimal support from staff. This impacts on children's emotional security and their well-being.
- Staff do not plan a broad and challenging curriculum that builds on children's prior knowledge and extends their learning further. Children spend much of their time aimlessly wandering between activities as they are not motivated to explore or join in. This significantly hinders the progress they make.
- Parents comment that their children enjoy their time at the nursery. They like the pictures of the activities staff share with them. However, staff do not ensure

that there is a two-way flow of information shared with parents. This means parents are unaware of who their child's key person is. Staff do not share activity ideas with parents to help to extend children's learning at home.

- At times, staff interactions with children are weak. They do not offer support to children to inspire their learning and help them to remain engaged. As a result, children quickly become disinterested. Staff do not support children to maintain a positive attitude towards their learning.
- The manager provides staff with regular opportunities to discuss their role during supervision meetings. Staff comment that they feel supported in their role. They access some training. However, this has not been effective in ensuring staff understand child protection procedures or how to provide quality learning experiences.
- Children with special educational needs and/or disabilities receive some support. The named coordinator liaises with parents and other professionals to identify gaps in children's development. This helps to obtain appropriate support to meet some children's needs.
- Staff encourage children to independently follow handwashing routines. They talk to children about the importance of washing their hands after playing and before they eat. This helps to develop children's personal care routines. Staff supervise children during mealtimes to ensure they can attend to their needs.

## Safeguarding

The arrangements for safeguarding are not effective.

Managers and staff lack knowledge of how to report safeguarding concerns. They are unclear about the correct procedures to follow if they have a concern about a child or the conduct of a member of staff. In addition, the provider does not ensure that the safeguarding policy for the nursery details the correct procedures to follow in line with the guidance of the local safeguarding partners. That said, staff and managers understand signs that a child may be at risk of harm. There are procedures in place to safely recruit staff. Managers complete ongoing suitability checks on staff to ensure they remain suitable to work with children.

## What does the setting need to do to improve?

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

	Due date
implement an enjoyable and challenging curriculum, that enables children to make choices in their play, remain focused in their learning and build on what they know and can do	13/12/2023

ensure that all staff understand how to report concerns about children or allegations against staff	15/11/2023
ensure that safeguarding policies detail the correct procedure to follow in the event of an allegation against a member of staff	15/11/2023
implement an effective key-person system to ensure that all children's needs are met and their emotional well-being is supported	15/11/2023
ensure that staff use what they know about children to provide positive interactions to support them with their learning	15/11/2023
share information with parents about who their child's key person is and activity ideas to help them to support children's learning at home.	15/11/2023

## Setting details

<b>Unique reference number</b>	2654750
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10305657
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	36
<b>Number of children on roll</b>	9
<b>Name of registered person</b>	Hill Farm Playcare Ltd.
<b>Registered person unique reference number</b>	RP526018
<b>Telephone number</b>	07825567799
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Hill farm playcare ltd registered in 2021. The nursery employs two members of childcare staff. Of these, one holds an early years qualification at level 6 and one at level 3. The nursery operates from Monday to Friday, term time only. Sessions are from 8.30am to 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Katherine Wilson

## 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 inspector viewed the nursery and discussed the safety and suitability of the premises.
- 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.
- Staff and children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The manager and the inspector carried out a joint observation and discussed the impact this activity had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability 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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