

Inspection of Little Swanswell Nursery

Cornerstone Family Centre, Howard Street, Coventry CV1 4GE

Inspection date:

22 November 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 is not assured. Children have been able to leave the premises of the nursery unattended and were returned by a member of the public. This is a serious breach in requirements, placing children's safety at risk. Staff in the baby room fail in their responsibilities to complete effective risk assessments to ensure the garden is safe, before allowing young children outdoors. Not all children's individual needs are met. At times, the baby room is chaotic and disorganised. Children are not consistently engaged in purposeful play, and wander around aimlessly or climb on resources. Although there are activities available for children to take part in, staff do not know how to deliver the curriculum to provide meaningful and purposeful learning experiences.

That said, children are provided with some play experiences which they may not usually access. Recently, children visited the Hebert Art Gallery to see the initiative of '50 things to do before you are five'. Staff use ideas, such as silent discos for sensory exploration, for toddler children to experience. All children get to spend time outdoors in the garden. This helps to develop and build on their physical skills. However, children do not behave well when outdoors. They fight and squabble over resources. When riding in push-along cars they purposely push others, despite children protesting they do not want them to do this.

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

- The provider has been unable to sustain improvements which were made following the last inspection. They are undergoing a period of change following the departure of the manager. The provider has discovered that processes and documentation have not been followed or fully implemented. For example, staff supervisions have been ineffective in highlighting inadequacies in teaching. In addition, recruitment of new staff, who do not yet fully understand what is expected of them, has led to a decline in provision.
- Some staff do not consistently plan and deliver the curriculum. They do not understand the learning intentions for the activities they are providing. Consequently, children are not making good progress with their learning. The provider has recognised this and has started to make changes. However, this is still in its infancy and has not yet made an impact.
- Risk assessments are ineffective. Staff do not give the utmost importance to accurately assessing and completing risk assessments. Some risk assessments have not been completed for days and this has not been monitored by management. Staff do not always complete a risk assessment before allowing young children into the garden. Consequently, staff failed to notice parents had left the gates open, allowing children to leave the premises unsupervised.
- The key-person system is ineffective and does not meet children's individual

needs. Young babies who do not settle and continually cry are given to students, who do not have the training, skills or experience to manage the situation. Babies are not given to their key worker who is responsible for their care. This does not promote building secure relationships. Consequently, children's needs are not met.

- Children's behaviour is poor. Although there are golden rules for behaviour in place, staff's expectations of children's behaviour are not good enough and they do not support children to learn right from wrong. Younger children grab and pinch other children's cheeks and this goes unnoticed. Children hit staff and push other children over. They are not kind to their friends. Staff say, 'no, stop' or 'share', but do not explain to children why they should and the consequences if they do not, such as their actions upsetting other children.
- The toddler rooms are well organised. Staff in these rooms understand their roles and responsibilities better. Activities provided are in line with children's interests. Children learn new skills, such as using scissors. They enjoy making their own 'Gruffalo' using play dough and other materials. Staff positively interact alongside children. They talk to them and ask questions which promote children to respond using more complex sentences. Behaviour in these rooms is effectively managed.
- Staff in the pre-school and baby rooms are not supported in how to handle children, especially those with special educational needs and/or disabilities (SEND). Staff hold on to children's wrists or elbows to move them or stop them from running about. This physical intervention or restraint is not necessary and is not appropriate. Children often do not get a choice when staff move them from one place to another.
- Effective systems are in place in the toddler room to identify children who may have possible SEND. Staff use assessments effectively and identify where children may need extra support. For example, they use a screening tool to assess children's communication and language skills. Activities are provided to support children to effectively communicate, including children who speak English as an additional language. One toddler room is solely for children who need extra support. Staff provide intensive support to help children make progress in their learning. However, this is not continued once children move to pre-school. Not all staff in the pre-school room provide activities which enhance children's learning and deliver the curriculum intent.
- Staff do not always complete accident records when they happen. When a young child is pushed over, causing them to fall backwards and bang their head, staff give appropriate comfort and cuddles. However, due to being under pressure from the number of children in their care, without support from colleagues, they do not report or record this accident. That said, management retrospectively complete the forms when the inspector highlights this incident to them.
- Staff fail to record accurate arrival and departure times for children's attendance. This is a breach in requirements, and it is a safeguarding concern.
- Parents say they are happy with the care their children receive. They are kept up to date with the progress their children make, using an online application.
- Children are learning to be independent. At lunchtime, those who have hot meals scrape any leftovers into the bin and return their plates. Opportunities to

help children practise their fine motors skills, which also promote independence, are provided. Staff provide bread, butter and jam in the home corner for children to make their own real sandwiches while role playing.

Safeguarding

The arrangements for safeguarding are not effective.

Children have been able to leave the premises unsupervised, which could potentially have exposed them to serious harm. Some staff are not diligent in completing the documentation required for the safe and efficient management of the setting. This is ineffective in keeping children safe. That said, staff do have knowledge and an understanding of signs and symptoms of child abuse. They know the procedures to follow to report concerns about children in their care. Staff also know the procedure to follow to report any concerns about staff suitability. However, they do not always recognise when staff inappropriately handle children when they move them, and this is not considered a concern. Nearly all staff hold an appropriate paediatric first-aid qualification and no staff are allowed to work with children unsupervised without the appropriate Disclosure and Barring Service check being in place.

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 the premises are safe and secure, and children are not able to leave them without being supervised	15/12/2023
implement effective risk assessment to identify risks to children and take action to reduce or eliminate them, and train your staff to complete the assessments effectively	15/12/2023
ensure children's behaviour is managed appropriately so that they learn what is expected of them	15/12/2023
ensure physical intervention and restraint is used appropriately and only when necessary	15/12/2023

ensure the key person system is effective in consistently meeting all children's individual needs, including those with SEND	15/12/2023
ensure an accurate daily record is kept of the names of the children being cared for on the premises, their hours of attendance and the names of each child's key person	15/12/2023
ensure all staff receive effective supervision and coaching to help them understand their roles and responsibilities to raise the quality of teaching.	15/12/2023

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

	Due date
support staff to plan and implement the curriculum consistently across all rooms	02/02/2024
provide activities in line with children's interests, to engage them in purposeful play and learning, so they make good progress.	02/02/2024

Setting details

Unique reference number	EY414744
Local authority	Coventry
Inspection number	10319764
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	102
Number of children on roll	130
Name of registered person	Paradise Mobile Creche Ltd
Registered person unique reference number	RP528545
Telephone number	02476 633 899
Date of previous inspection	7 March 2023

Information about this early years setting

Little Swanswell Nursery registered in 2010 and is situated in Coventry. The nursery employs 20 members of childcare staff, 14 of whom hold appropriate early years qualifications ranging from level 2 to level 5. The nursery operates all year around. It opens Monday to Friday, from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider and manager about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation during a group activity.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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