

Inspection of Whitfield Valley Community Nursery

Whitfield Valley Centre, Fegg Hayes Road, STOKE-ON-TRENT ST6 6QR

Inspection date:

21 February 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Leaders do not ensure that all children are assigned a key person when they first start attending the nursery. Although staff find out key information about the children, the lack of a key person does not ensure that all children consistently have their individual needs met, particularly while they are settling in. That said, as some children enter the setting unsettled, staff give them lots of cuddles as reassurance. This works well. Staff are consistent with how they manage children's behaviours. They softly remind children of the boundaries and rules where required. Children behave well.

The curriculum covers all areas of learning. However, it is not yet ambitious enough for every child. There are also inconsistencies with the quality of teaching and learning that children receive. For example, there are times when some children enjoy large-group activities. They laugh and smile as they guess 'what is in the box'. These children join in with the words and actions of the rhyme, while some older children start to make predictions. However, there are also occasions where staff do not notice when some children become disengaged and start wandering around. This does not ensure that all children, including those with special educational needs and/or disabilities (SEND), make the best possible progress in their learning.

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

- The key-person system is not yet good. Leaders do not assign children a key person until they have settled. This impacts on how well staff are able to meet the needs of the children, particularly when they first start attending. In addition, some parents are not kept informed of their child's progress or ways they can support their child at home. That said, parents describe staff as caring towards their child. They also state that they can see the progress that their child has made in their development.
- The curriculum and the use of planning requires improvement. This is because leaders have not yet developed a curriculum that is ambitious for all children. In addition, although staff complete observations and assessments of the children to identify their next steps, they do not think carefully enough about the intention of activities to ensure that children are consistently provided with purposeful and stimulating learning experiences. Consequently, some children quickly lose focus or spend periods of time disengaged.
- Staff comment positively about how leaders support them. Leaders have regular discussions with staff about their practice, their own well-being, and their ongoing suitability. Staff have opportunities to attend training. However, leaders have not yet placed enough focus on supporting staff to utilise what they have learned from training to help raise their overall performance. Consequently, the

quality of teaching and learning that children receive is inconsistent.

- The support in place for children with SEND requires improvement. Leaders gather and share key information about the children with parents and other professionals. They use this information to develop plans and targets for the children to achieve. However, staff do not consistently implement these plans in practice. This does not ensure that children with SEND receive the right level of support they require in the nursery to fully thrive.
- Staff celebrate a range of festivals with the children and talk to them about their similarities and differences. They also provide an opportunity for children to taste a range of foods from around the world. This helps children to develop their understanding of their wider world.
- Staff show the children high levels of respect. For example, they seek children's permission before they carry out any care duties. Staff respond immediately to children when they show signs of tiredness and/or hunger.
- Staff place focus on supporting children with how they can stay healthy and clean. They support children to wash their hands regularly. Staff also wipe children's noses when it is required. Children have access to water and a range of fruit.
- Staff are trained in paediatric first aid. They demonstrate a sound knowledge of the action to take if a child has an accident at the nursery. This includes completing relevant records and notifying parents. Leaders have effective oversight of any accidents that occur. They complete a detailed review and take immediate action to try to mitigate any accidents from reoccurring.
- Staff understand the action they should take if they become concerned about a child's welfare or a member of staff's suitability. Leaders maintain robust records that detail how they work alongside other professionals to keep children safe from harm.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

	Due date
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ensure that all children are assigned a key person that is responsible for meeting their individual needs, particularly when they first start attending, and keep parents informed about how they can continue their child's learning at home	06/03/2024
develop an ambitious curriculum for all children, including those with special educational needs and/or disabilities, with an aim to ensure that children are able to make the best possible progress in their development	03/04/2024
improve the use of planning to ensure that learning experiences on offer to the children are stimulating, purposeful, and support all children to maintain high levels of engagement.	03/04/2024

To further improve the quality of the early years provision, the provider should:

- support staff to utilise what they have learned from training with an aim to improve their overall performance and the quality of teaching and learning that children receive
- strengthen the support in place for children with special educational needs and/or disabilities to ensure that they receive the right level of support to fully thrive.

Setting details

Unique reference number	EY474866
Local authority	Stoke-on-Trent
Inspection number	10332534
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	2 to 4
Total number of places	20
Number of children on roll	34
Name of registered person	Chell Area Family Action Group
Registered person unique reference number	RP532472
Telephone number	01782 814134
Date of previous inspection	8 February 2019

Information about this early years setting

Whitfield Valley Community Nursery registered in 2014 and is located in Stoke-on-Trent. The nursery employs five members of childcare staff, of whom all hold an appropriate early years qualification at level 3. The nursery opens Monday to Friday, 9.30am until 4.30pm, during term time only. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Chinyuku

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the nursery and discussed the safety and suitability of it.
- The managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to parents and staff 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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