

Inspection of Tootsies Private Day Nursery Ltd

Tootsies Day Nursery, Forest Road, Bordon, Hampshire GU35 0BJ

Inspection date: 26 February 2024

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

There are significant weaknesses in staff's safeguarding knowledge and the quality of the provision provided. As a result, children's safety cannot be assured. In addition, managers are not ensuring that children are cared for by the correct number of qualified staff. This affects the quality of children's experiences at the nursery.

At times, children enjoy activities. They listen to what the staff are telling them, and they share positive interactions with each other. However, staff do not plan and implement a well-balanced curriculum that fully engages children. Due to this, there are times when children wander around the room disengaged and show unwanted behaviours. Noise levels make it hard for some children to concentrate. This leads to children covering their ears using their hands. The staff talk and sing louder to override the noise within the room. This creates a more chaotic environment. Despite this, children are happy to be there and go to staff for support.

When children show an interest and curiosity in adult-led activities, staff lack understanding of how to fully engage all children that are present. For example, children demonstrate their willingness to join in an open-ended activity where they can use their imaginations and creativity to build and construct. Staff do not recognise children's body language and cues that show they want to participate in the activity. Some children demonstrate confidence to gain the staff's attention. However, less confident children stand by and observe. This leads to them eventually leaving the area, and they miss out on an opportunity to develop their skills and learn further. This does not encourage children to explore their creativity and build confidence in the adults that care for them.

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

- Managers and leaders have failed to ensure that staff are confident in the safeguarding processes that are in place. Staff do not demonstrate robust knowledge of how to keep children safe in line with the nursery policy and local safeguarding partnership procedures. This compromises the children's safety and well-being. The failings in how managers and leaders ensure that staff's knowledge and understanding are kept up to date have an impact on all areas of the nursery.
- The curriculum for children is not securely embedded in staff knowledge and practice. Managers and leaders have not put rigorous systems in place to monitor staff's understanding of what it is they are teaching children and why. Some aspects of the curriculum can be seen in practice. However, this is not rooted in staff understanding, and they do not fully recognise the overall

intention for children's learning, including those with special educational needs and/or disabilities (SEND). Consequently, staff do not effectively build on the children's learning to enable them to make the progress that they are capable of.

- Managers and leaders do not have effective oversight of the nursery to make sure all requirements are met. Those in charge have not adhered to appropriate qualification ratios to ensure that all children receive good-quality care. This impacts on the teaching, care and learning that the children receive. Staff have, however, received specific training to help them care for the youngest children.
- Children follow the general hygiene processes within the routine. Staff support them when washing their hands before meals and after using the toilet. When carrying out care duties, staff wear protective aprons to help limit the spread of germs. At times, staff encourage the children to get tissues to clean their nose and put the tissue in the bin. Children are learning basic skills to reduce the spread of infectious diseases.
- Staff do not effectively share information with parents about their children's current learning goals. This limits the consistency and flow of learning between the setting and the home. Weaknesses in communication mean that parents do not receive the support they need to develop their children's learning further. Despite this, parents have friendly relationships with staff.
- Children have opportunities to explore while playing outdoors. They move around with pleasure and confidence. Children have a natural curiosity to explore their environment. Staff share interactions with children outside and support them while they explore the resources that are available. For instance, staff stay close by as children bounce up and down on equipment in the garden. They allow the children to take appropriate risks and are there to support them if needed. This helps the children to feel safe while they play.

Safeguarding

The arrangements for safeguarding are not effective.

There is not 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 and Childcare Register the provider must:

	Due date
take action to improve staff's understanding of child protection issues, including who to report concerns to in line with local procedures	12/03/2024

ensure that appropriate qualification ratios are maintained to meet the needs of children	27/03/2024
ensure that all staff receive training, coaching and support that enables them to understand how to plan and deliver a well-sequenced curriculum that precisely meets the individual development needs of all children	27/03/2024
improve arrangements to ensure that parental partnership is effective, so that all parents receive up-to-date details regarding the progress their children are making and how they can support their learning at home.	27/03/2024

Setting details

Unique reference number	EY542573
Local authority	Hampshire
Inspection number	10333445
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	60
Number of children on roll	109
Name of registered person	Tootsies Private Day Nursery Ltd
Registered person unique reference number	RP903529
Telephone number	0142088939
Date of previous inspection	26 February 2019

Information about this early years setting

Tootsies Private Day Nursery Ltd registered in 2016. It is open each weekday from 7.30am until 7.30pm for 51 weeks of the year. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 24 members of staff, 13 of whom hold relevant childcare qualifications at level 3 and above.

Information about this inspection

Inspector
Kelley Ellis

Inspection activities

- This was the first routine inspection the nursery 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 provision and discussed the safety and suitability of the premises.
- The deputy 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 carried out joint observations of a group activity with the deputy manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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