

Inspection of Newlife Nursery and Preschool

Station Road, Plymouth PL7 2AU

Inspection date: 3 June 2024

Overall effectiveness	Inadequate
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The quality of education	Inadequate
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Behaviour and attitudes	Inadequate
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is inadequate

The setting has undergone significant changes since the last inspection. The new provider does not have a good enough oversight of the setting and has not identified breaches of requirements. Staff understand how to identify and raise concerns about children and staff, but the provider does not always follow the setting's safeguarding procedures. This places children at risk of harm. The provider does not monitor the effectiveness of the curriculum or support and coach staff to improve their practice and ensure they meet children's needs. Staff deployment is not effective. Staff do not provide targeted support to challenge children and extend their learning, including when children would benefit from extra help.

The key-person system is not effective in the toddler room, so staff do not know some of the children well enough. However, all staff are kind and friendly and welcome children warmly and sensitively. For example, when children feel shy on their arrival, staff encourage them to play with toys and resources and talk enthusiastically and animatedly with them. Children settle quickly and feel comfortable in staff's care. Staff remind children of the rules throughout the session and prompt children to use good manners.

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

- The provider has completed the relevant designated safeguarding training. However, despite knowing the procedures for managing concerns, they do not recognise when to follow their allegations management policy and report concerns to external agencies. This compromises children's safety.
- The provider does not monitor the quality of education or staff's practice, or provide support and coaching for the staff's professional development. They do not review the planning and delivery of the curriculum or assess the impact this has on children. Consequently, the provider does not have a good understanding of how effectively staff meet children's needs and what support staff require to improve their practice.
- Staff do not plan a challenging and varied curriculum that links closely enough with what children need to learn next. Staff join in with children's play and interact with them kindly, but do not recognise how to extend children's learning consistently. Staff know some children's next steps in learning. However, they do not use this information effectively and do not always know the learning intentions of their planned activities. Children explore the resources contentedly, but some do not engage in purposeful play and learning that builds on their knowledge and skills.
- The provider's arrangements for the key-person system in the toddler room are not effective. They are unaware that some staff do not work with their key

children routinely and do not know them well. Additionally, staff do not share important information about their key children with the staff who work with the children. Consequently, staff do not always have the information they need to meet the individual needs of some toddlers. Nonetheless, staff meet the children's basic care needs, such as changing their nappies regularly.

- The provider does not review the effectiveness of staff deployment, to consider whether the staffing arrangements meet the needs of children. For example, at times, one staff member supports several babies and toddlers while another changes nappies. This means staff are unable to provide sufficient support, including for the children who require extra help. For example, they have to call and wait for help from staff working in other rooms when minor incidents occur.
- The provider and special educational needs coordinator (SENCo) assess the learning and development of the children who require additional help. However, their assessment of these children contradicts the assessments made by staff who work with the children routinely. The weakness in communication between the team leads to inconsistencies in the support provided for children and in the timeliness of intervention. Additionally, the SENCo and staff do not consistently obtain updates from parents regarding external support that children receive. This impacts the continuity that children receive in their care and learning.
- Staff model language well for children. For example, they introduce new vocabulary when narrating the pre-school children's play, such as 'pattern, tracks' and 'massive'. Some children are confident to communicate with their friends and they initiate discussion with staff.
- Staff give clear messages to children about their expectations for children's behaviour. For example, they remind children to share and to ask their friends for a turn with the toys. However, weaknesses in the curriculum, including for personal, social and emotional development, impact on children's ability to recognise and manage their feelings and solve disagreements independently.
- The provider and staff risk assess the premises, resources and equipment effectively. They recognise potential hazards and take steps to ensure that children do not encounter them. For example, they quickly remove dirty toys and check the garden gate is locked before children play outside. Staff support children to keep themselves safe, such as encouraging them to inform staff if their fresh fruit needs slicing into smaller pieces.

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
improve the knowledge of the designated safeguarding lead to ensure they have sufficient understanding of allegations, to enable them to recognise when to follow their policy and share information with other agencies and professionals	07/06/2024
improve the monitoring and oversight of the practice and provision, to reflect accurately on the standard of care and education that children receive	15/07/2024
monitor staff's practice and provide support and coaching for their professional development, to improve their knowledge and skills to deliver a high-quality curriculum for children	15/07/2024
improve the planning of the curriculum to ensure staff provide challenging and stimulating experiences that take account of what each child needs to learn next, to help them make good progress	15/07/2024
review the arrangements for the key-person system in the toddler room, to ensure staff know all the children well and support their learning and development effectively	17/06/2024
improve the processes for the identification of children's needs and the support provided for children who need extra help, to ensure all staff, including the SENCo, work together consistently	17/06/2024
improve staff deployment to ensure staff are organised effectively to meet the children's individual needs.	17/06/2024

Setting details

Unique reference number	EY468489
Local authority	Plymouth
Inspection number	10350571
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	0 to 4
Total number of places	52
Number of children on roll	40
Name of registered person	Woodwater Ltd
Registered person unique reference number	RP533014
Telephone number	01752346399
Date of previous inspection	16 August 2018

Information about this early years setting

Newlife Nursery and Preschool re-registered in 2013 and is located in Plympton, Devon. It is open from 8am to 6pm each weekday throughout the year. The nursery receives funding to provide free early education places for children aged two, three and four years. There are seven staff employed to work with the children, including the manager/owner. All staff hold relevant early years qualifications of at least level 3.

Information about this inspection

Inspector

Sarah Madge

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 provision and observed and discussed staff's risk assessment of the premises and resources.
- A senior staff member took the inspector on a learning walk around the setting to discuss the arrangements for the early years curriculum.
- Children spoke with the inspector during the inspection.
- 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 talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector spoke with the provider and a leader about the management of the setting.
- The inspector carried out a joint observation of an adult-led activity with the provider to reflect on the quality of education.

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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