Inspection of Childrensworld Tunstall Hall

The Garden Bungalow, Tunstall Hall, MARKET DRAYTON TF9 4AA

Inspection date:	1 November 2024

Overall effectiveness	**Inadequate**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Inadequate**
Leadership and management	**Inadequate**
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is inadequate

There are breaches to the statutory requirements that put children's welfare, safety and privacy at risk. Leaders and staff do not identify and remove potential hazards to children. For example, cleaning sprays, button batteries and broken electronical devices are easily accessible to children. Furthermore, unvetted persons can see directly into the pre-school bathroom. This means children's safety cannot be assured.

Despite this, the quality of education is good, and children develop a sense of belonging. For example, staff help young children learn to recognise themselves and their peers in mirrors and photos. They build positive relationships with all staff and other children, including those from different rooms. For instance, at certain times of the day, children of different ages have opportunities to learn and play together. This creates some familiarity for children when they transition to the next room.

Children learn about various festivals that reflect others' backgrounds and cultures. For example, they learn traditional Indian dances and create rangoli patterns in celebration of Diwali. Staff take children on trips into the local community, including the neighbouring care home, and invite parents into the setting to share their home experiences. This helps children to develop a positive view of others.

Staff carry out daily activities that encourage children to record how they are feeling. On the day of the inspection, children reported that they were happy. Parents and carers also report on their children's happiness. They say, 'Children are always singing and talking about their time at nursery.'

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

- Leaders and staff do not consider the suitability of the resources that they provide children with, such as battery-powered candles that do not have a locked battery compartment. As a result, babies easily remove the button batteries from inside, posing a risk if ingested. Furthermore, cleaning products are within children's reach, and young children are observed with electronic devices that have cracked glass screens. This places children at risk of injury.
- Leaders fail to identify the safeguarding implications of toddler and pre-school children going to the toilet in full view of others, including visitors whose suitability has not been checked. This puts children's welfare and privacy at risk.
- The setting has recently undergone several staff changes. However, parents positively report that these changes have had no impact on children's learning. They praise the team on how well it has shared information with them, and they feel fully informed.

- Staff gather information from parents about children's interests, dietary needs and stages of development when they first start attending so that they can plan for all children's continuous learning. New key persons confidently discuss the children in their care and obtain up-to-date information from previous key persons. They know to refer any concerns for children's learning and development to ensure that children receive specialised support.
- Overall, the quality of teaching is good. Staff deploy themselves effectively to maximise their interactions with children. They plan a good range of adult-led and child-initiated activities that children enjoy joining in with. However, at times, staff do not provide children with clear and detailed explanations to extend their understanding further. This means children do not always learn what they need to know.
- Children of all ages are supported to manage their own personal care needs. For example, they sit together for two minutes following instructions on how to brush their teeth. Children learn to wash their hands before eating and self-serve their own meals. Babies and young children practise feeding themselves with a fork and receive meaningful praise from staff for their efforts. This provides them with a sense of pride, motivating them to become increasingly independent.
- Children benefit from opportunities to build on their early communication and language skills. For example, staff teach them routine songs to enhance their involvement in group times. At mealtimes, children sing and sign that they are ready for their lunch. Staff hold suitable conversations with children and join in with their play, such as organising various dinosaurs into groups of 'herbivores' and 'carnivores'. They provide children with fiction and factual books and ask questions to encourage children to think and speak.
- Leaders ensure that newly recruited staff complete an induction. All staff attend regular supervisions and staff meetings where they discuss practice and any issues that they may have. They have access to an online training portal, where they enrol onto various courses to enhance their professional development. Staff say that they feel supported in their roles and their workloads are manageable.

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 risk assessments to ensure any potential risks to children are identified and removed or minimised	18/11/2024
take steps to ensure children's safety and welfare are promoted when using the bathroom.	18/11/2024

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

- provide children with clear explanations to help them to extend their understanding and learning even further.

Setting details

Unique reference number	2698551
Local authority	Shropshire
Inspection number	10367764
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	1 to 3
Total number of places	60
Number of children on roll	27
Name of registered person	Children's World (UK) Ltd
Registered person unique reference number	RP901838
Telephone number	01630 478088
Date of previous inspection	Not applicable

Information about this early years setting

Childrensworld Tunstall Hall registered in August 2022. It is situated in Market Drayton. The setting is open Monday to Friday from 7.30am to 6pm, all year round except for one week at Christmas. It provides funded early education for any eligible children attending. There are 10 members of staff, five of whom hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector
Mikaela Stallard

Inspection activities

- The manager and the inspector completed a learning walk to discuss the intentions for children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The views of parents were considered by the inspector through verbal discussions and feedback forms.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of those working with children and complaint and safeguarding policies.

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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