

## Inspection date

16 November 2017

Previous inspection date

6 September 2013

| The quality and standards of the early years provision | This inspection:     | Inadequate  | 4 |
|--------------------------------------------------------|----------------------|-------------|---|
|                                                        | Previous inspection: | Outstanding | 1 |
| Effectiveness of the leadership and management         |                      | Inadequate  | 4 |
| Quality of teaching, learning and assessment           |                      | Inadequate  | 4 |
| Personal development, behaviour and welfare            |                      | Inadequate  | 4 |
| Outcomes for children                                  |                      | Inadequate  | 4 |

## Summary of key findings for parents

### This provision is inadequate

- Children are not adequately safeguarded at this nursery. Staff deployment is poor. The provider does not ensure sufficient numbers of staff are available at all times. Risk assessment is weak. The provider does not ensure all hazards to children are identified and eliminated.
- Staff do not promote children's good health or follow effective hygiene procedures. This compromises children's welfare.
- The key-person system is ineffective. Not all children have been allocated a key person to support their emotional and learning needs.
- Staff do not manage children's behaviour consistently. They do not help children to understand about acceptable ways to behave.
- Partnerships with parents are not fully embedded. Staff have not developed a good two-way flow of information to ensure the needs of all children are consistently met.
- The provider does not keep an accurate record of all complaints and their outcome.
- Staff have not established links with other early years settings that children attend, to promote consistency in children's learning.
- Teaching is weak. Staff are not coached and mentored sufficiently to improve outcomes for children. Observations and assessments of children's learning are not used consistently to provide suitably challenging and motivating activities.

### It has the following strengths

- Information is sent to schools children move on to which helps with their transition.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

|                                                                                                                                                                                                                                        | Due Date   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ■ ensure sufficient staff are present at all times and that they are deployed effectively, to adequately supervise and meet the needs of all children                                                                                  | 24/11/2017 |
| ■ undertake effective risk assessments and remove or minimise any hazards, particularly in relation to: electrical sockets, trailing wires and hot radiator pipes                                                                      | 24/11/2017 |
| ■ ensure staff promote the good health and hygiene needs of all children attending the nursery                                                                                                                                         | 24/11/2017 |
| ■ make sure a key person is assigned to each child and that care is tailored to meet each child's individual emotional, care and learning needs                                                                                        | 24/11/2017 |
| ■ implement effective behaviour management strategies and give children consistent support and guidance to learn how to behave well                                                                                                    | 02/01/2018 |
| ■ develop a good two-way flow of information sharing with parents about children's care and development to keep parents fully informed and to ensure children's needs are consistently met                                             | 02/01/2018 |
| ■ maintain an accurate record of complaints and their outcome                                                                                                                                                                          | 24/11/2017 |
| ■ establish links with other settings where children attend to facilitate an exchange of information to promote their learning and development outcomes                                                                                | 02/01/2018 |
| ■ provide support, coaching and training for all staff to ensure they have appropriate skills, knowledge and understanding to deliver quality learning experiences to children through effective teaching methods                      | 02/01/2018 |
| ■ implement effective systems to observe, assess and monitor children's learning and use this information to identify their individual needs, interests and stage of development, and to plan a challenging experience for each child. | 02/01/2018 |

## **Inspection activities**

- This inspection was carried out as a result of a risk assessment, following information received about this provider.
- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors held a meeting with the provider and the deputy manager. They discussed a range of policies and procedures and looked at evidence of the suitability of staff working in the nursery.
- One of the inspectors carried out a joint observation with the provider.
- The inspectors spoke to children, parents and staff during the inspection and took account of their views.

### **Inspector**

Trisha Turney

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The provider has failed to identify key weaknesses and this puts children at risk of harm. A high turnover of staff and leadership changes have led to the decline of the nursery provision. The provider does not monitor children's learning or staff performance well enough. She does not provide staff with the support needed to help them develop their skills and knowledge, to raise the quality of teaching to a good enough level. Staff morale is low and there is little evidence of effective teamwork to benefit children. Safeguarding is ineffective. Although the provider meets the staff to child ratio requirements, she does not ensure staff are deployed well enough to meet children's needs. For example, staff are left to care for up to nine babies while other staff are attending to tasks elsewhere. Risk assessment is poor and has not identified hazards to children. Babies have their nappies changed close to electrical plug sockets. There are trailing electrical wires from a lamp with the potential to be pulled down in the baby room. Radiator covers are easily pulled down and extremely hot pipes are exposed in rooms that children occasionally play in. The provider does not maintain an accurate record of complaints and their outcome, as required. Staff attend regular child protection training and are confident with the procedure to follow should they have concerns about a child's welfare. Effective systems for liaising with other settings that children attend are not in place, to support children with a consistent approach to meeting their care and learning needs.

### Quality of teaching, learning and assessment is inadequate

Although all staff are qualified, they do not understand how to support children's learning through play. Teaching is weak and does not match individual children's needs. Staff do not carry out regular or accurate assessments of children's learning or use these effectively to plan a suitable range of experiences to extend children's individual learning. Planning is not focused and purposeful. There are not always sufficient resources for all children to fully engage in play and learning. Children quickly lose interest in activities and wander or run around the room. Younger children spend too long sitting for large-group activities. They become bored and restless. Staff spend much of their time dealing with routine tasks, rather than engaging children in rich learning opportunities. Partnerships with parents are not strong. Staff have not developed a successful two-way flow of information. Children do not benefit from good continuity between the setting and home.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding children and promoting their welfare mean that staff cannot ensure each child's well-being. The key-person system is not embedded. Not all children have been allocated a key person and some have had frequent changes to their key person. This has a negative effect on children's emotional and learning needs. For example, when children arrive at the nursery upset, staff do not always respond quickly or effectively enough to help the child to settle or to greet parents or carers. Staff are caring for too many babies to be able to provide any comfort or reassurance when they become upset. Some children do not benefit from any meaningful interactions at mealtimes. Babies are left sitting alone in high chairs for some time. Children's behaviour is not managed adequately. Staff do not respond consistently or use positive strategies to reinforce good

behaviour. For example, staff talk to older children about rules, such as using their 'walking feet' indoors, but do not help to reinforce the rule when children frequently run around the nursery. In addition, incidents of poor behaviour often go unnoticed by staff due to the poor deployment of staff. Staff do not promote children's good health adequately. For example, some snacks given to children have little nutritional value and staff place plates of babies' food on the dirty floor. Babies do not benefit from regular opportunities for outdoor play. General housekeeping in the nursery is poor and some areas are unclean and uninviting. Some procedures are followed to help protect children's welfare. For example, babies and younger children's nappies are changed regularly and accidents are recorded appropriately.

### **Outcomes for children are inadequate**

Significant weaknesses in teaching means that children make poor progress. Babies' emotional security is severely hindered by the lack of any dedicated support. Older children are not motivated to learn. They do not learn to behave well. Children do not develop confidence in the key skills they need to be for their eventual move on to school.

## Setting details

|                                                  |                                                                                   |
|--------------------------------------------------|-----------------------------------------------------------------------------------|
| <b>Unique reference number</b>                   | EY240005                                                                          |
| <b>Local authority</b>                           | Warwickshire                                                                      |
| <b>Inspection number</b>                         | 1117387                                                                           |
| <b>Type of provision</b>                         | Full-time provision                                                               |
| <b>Day care type</b>                             | Childcare - Non-Domestic                                                          |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Age range of children</b>                     | 0 - 4                                                                             |
| <b>Total number of places</b>                    | 115                                                                               |
| <b>Number of children on roll</b>                | 131                                                                               |
| <b>Name of registered person</b>                 | Daisykins Ltd                                                                     |
| <b>Registered person unique reference number</b> | RP904953                                                                          |
| <b>Date of previous inspection</b>               | 6 September 2013                                                                  |
| <b>Telephone number</b>                          | 01788 552200                                                                      |

Daisykins Ltd registered in 2002. The nursery is open from Monday to Friday, 7.30am to 6.30pm all year round, with the exception of bank holidays. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 27 members of childcare staff, all of whom hold appropriate early years qualifications to at least level 2.

This inspection was carried out by Ofsted 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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