

Inspection of New Road Children's Day Care Nursery

37 New Road, Chippenham, Wiltshire SN15 1HP

Inspection date: 2 July 2025

Overall effectiveness	Inadequate
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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

The safety and well-being of children are compromised because the provider does not follow the correct procedures to safeguard them. The processes in place for recognising, recording and reporting concerns are ineffective and do not protect children from harm. Staff do not take prompt action when there are concerns about a child's safety or well-being. The procedures in place to assess and reduce hazards are ineffective in keeping children safe. Staff do not ensure appropriate action is taken in response to accidents and injuries, including seeking prompt medical assistance where necessary.

Leaders do not recognise when children's behaviours could be a safeguarding concern. Despite clear indicators of risk, and repeated incidents when children's behaviour may indicate a safeguarding or welfare concern, leaders do not take appropriate action. Staff say their worries about children's behaviour are ignored when they report them to leaders. This places children at risk of significant harm.

Staff understand the curriculum's content and support toddlers to develop coordination skills while learning to walk and climb stairs. Pre-school children build core strength and develop social skills while digging in the sand with spades. However, staff do not consistently engage with children during play. This limits opportunities to extend learning and provide meaningful interactions.

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

- Leaders demonstrate a poor understanding of child protection procedures and do not recognise when concerns about a child's well-being should be referred to the child protection team. They have failed to make child protection referrals, despite clear indicators of risk. Leaders do not review or reflect on information they receive from staff about children's welfare. As a result, they fail to identify and act on possible patterns of concern. Leaders do not support staff well enough to help them understand their responsibility to act quickly when they have concerns about a child. This lack of oversight and timely action places children at risk of harm.
- Risk assessment procedures and their implementation are weak. For example, staff fail to recognise when children repeatedly bang their heads on furniture, or the potential risks this poses. Despite staff reporting repeated incidents of concern, leaders do not assess known risks and do not take steps to reduce hazards to keep children safe. As a result, staff leave children in unsafe situations.
- Weak understanding and application of first-aid requirements mean leaders fail to ensure appropriate action is taken in response to accidents and injuries. Despite the seriousness of some incidents and injuries, correct emergency

procedures are not followed. Staff do not request medical assistance when needed, which delays medical attention.

- Staff, including the designated safeguarding leads, have an insecure understanding of safeguarding processes. Failures to identify, respond to and escalate concerns appropriately reflect significant weaknesses in safeguarding knowledge, practice and leadership.
- Staff do not feel supported in managing children's behaviour. Staff report that they are expected to record behaviour, but are not given any guidance or strategies on how to manage it appropriately. The lack of oversight and meaningful support prevents staff from developing the knowledge and skills they need to fulfil their roles and responsibilities, particularly in responding effectively to children's behavioural needs. They do not have a curriculum or strategies in place to support all children to understand their own feelings and manage their emotions.
- Children are not making the progress they should. Leaders do not support all staff in fostering meaningful interactions with children. Some staff struggle to engage children in activities. They may sit with children but fail to aid their learning and development. Often, staff ask children questions that only need one-word answers. This hinders children's communication and language development.
- Staff support children to prepare them for the transition to school. They encourage independence, and pre-school children learn to hang up their coats and bags. They work closely with local schools children will attend, and children have a chance to meet their new teachers who come to the nursery.
- Children learn to develop a love of books. For example, babies enjoy touch and feel books. Staff read books in a way that engages children. Staff plan and select a book of the month, to support children to develop experiences beyond their own.

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?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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ensure leaders take swift action when there are concerns about a child's safety or well-being, including making timely referrals and following local safeguarding procedures	04/07/2025
ensure that any risks to children are assessed accurately and that appropriate steps are taken to reduce hazards to keep children safe	04/07/2025
promote the good health of children by ensuring appropriate action is taken in response to accident and injuries, including seeking prompt medical assistance where necessary	04/07/2025
ensure all staff, including the designated safeguarding lead, have a secure knowledge and understanding of safeguarding procedures, including how to identify, respond and act on concerns about children's welfare	10/07/2025
ensure that leaders are able to identify when children's behaviour may indicate a safeguarding or welfare concern and take appropriate action	10/07/2025
improve the monitoring, support and coaching for staff to develop their knowledge and skills to enable them to fulfil their roles and responsibilities, with particular regard to managing children's behaviour.	10/07/2025

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

	Due date
ensure staff have the knowledge and skills to provide a curriculum which supports all children to learn to understand their own feelings and manage their emotions.	02/10/2025

Setting details

Unique reference number	EY331756
Local authority	Wiltshire
Inspection number	10399142
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	78
Number of children on roll	72
Name of registered person	MC and SH Cawley Limited
Registered person unique reference number	RP901386
Telephone number	01249 652004
Date of previous inspection	21 November 2019

Information about this early years setting

New Road Children's Day Care Nursery first opened in 1992 and was re-registered by the current owners in 2006. The nursery is based in two converted houses and is located in the centre of Chippenham, Wiltshire. The nursery employs 14 members of childcare staff. Two have early years professional status, eight hold childcare qualifications at level 3, three hold a level 2 qualification and one is unqualified. The nursery is open Monday to Friday, from 8am to 5.30pm, all year round. The nursery offers government-funded spaces for childcare.

Information about this inspection

Inspector

Victoria Jones

Inspection activities

- 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 managers and the inspector completed a learning walk of the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children spoke with the inspector during the inspection.
- The manager and inspector carried out a joint observation of an activity and they evaluated this together.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- Parents shared their views of the setting with the inspector.

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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