

Inspection of Children's Place Summerfield

6 Summerfield Road, Bradford BD10 8DP

Inspection date: 15 June 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children in this nursery are not kept safe, and their good health and hygiene is not supported. Children do not experience well-planned play and learning opportunities that provide them with appropriate levels of challenge. Children with special educational needs and/or disabilities (SEND) do not have the support they need to make good progress and reach their full potential. Children do not benefit from well-organised daily routines that promote their sense of security and help prepare them for the move to school. The premises are not always kept secure, and staff do not complete effective risk assessments. Weaknesses in staff's understanding of safeguarding procedures mean that children are not protected.

Despite the weaknesses in practice, children access a suitable range of resources so they can lead their own play. Staff remind them about being kind and sharing. Children are beginning to understand the impact their actions have on others and to manage their emotions. In general, they behave well. Staff work hard to reinforce the children's sense of community. Each week, children join a singing group with the elderly at the nearby community centre. They enjoy dances together, such as the 'Hokey cokey'. This supports the intergenerational relationships within the community, and children learn to be respectful and tolerant of others.

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

- Parents greatly appreciate the support and advice they receive from staff. Staff help those who are experiencing financial difficulties to access appropriate services. The setting works with the foodbank next door to support families. Parents come into the nursery regularly, and staff encourage them to access the lending library so that they can read at home with their children. This is well used.
- Some staff deliver activities that capture children's interests, such as making play dough. They ask children questions that help them to recall previous learning, such as 'What colours do we need to make purple?' During the activity, children concentrate well. They wait patiently for their turn, listen to instructions and show interest in how their dough begins to form. Staff praise and encourage them, which promotes their confidence and self-esteem. Older children initiate play and discussions with staff and each other. They have access to sand and water and enjoy experimenting with a water wheel. They handle small tools, such as spades, safely.
- However, leaders do not ensure all staff understand the intention of the curriculum. Staff do not deliver play and learning opportunities that provide children with appropriate levels of challenge to help them reach their next steps in learning and prepare them for school. Staff do not consider children's ages,

stages of development, interests or their next steps when planning activities. As a result, children do not make good progress.

- Managers seek support from other professionals for children who are not meeting their expected targets. However, staff do not use the strategies they offer effectively to support children's learning. Children often wander around the nursery with little focus or interest. Support for children with SEND is not good enough to ensure they make good progress and reach their full potential.
- Staff do not teach children the skills they need for school, such as independence in good personal care routines. The sinks in the handwashing area are dirty, and there is not enough soap for each sink. Staff do not supervise children who need support with handwashing. As a result, children do not learn why handwashing is important or how to wash their hands properly.
- Leaders do not ensure staff are deployed effectively. They do not make good use of the available space to provide smooth transitions between daily routines. They use the same room and tables where children play for their lunch. This is despite having rooms that are equipped and not currently used. This means children wait too long while staff clean and move furniture. In addition, children sleep in the same room while other children play. The area they sleep in is not clean, and staff do not adequately supervise them while they sleep. During the inspection, a child with SEND woke up and wandered into the outdoor area without staff noticing they were awake.
- Leaders do not provide staff with the training, coaching and support they need to improve their practice. As a result, there are significant weaknesses in staff's practice that have a negative impact on children's safety and learning.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not kept safe and are not always protected. Not all staff demonstrate a secure knowledge of safeguarding procedures, particularly the procedures to follow if an allegation is made against them. Staff do not complete effective risk assessments to remove or minimise hazards to children. The premises and equipment, such as nappy changing tables, are dirty. Staff do not ensure the premises are kept secure at all times. This means that an unauthorised person could gain access unobserved. Nevertheless, staff recognise the signs that indicate a child might be at risk from abuse. They also understand the negative impact that domestic violence or drug and alcohol misuse can have on the children.

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
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promote children's good health and hygiene and their understanding of why handwashing is important	22/06/2023
ensure the premises and equipment are clean, hygienic and suitable for use with children	22/06/2023
ensure the premises are always kept secure to prevent unauthorised persons gaining access	22/06/2023
support staff to complete and implement effective risk assessments to identify and minimise or remove hazards to children	22/06/2023
improve staff deployment and the use of available space so daily routines are better organised, and children are provided with good levels of support during these times	22/06/2023
make sure all staff know the procedures to follow if an allegation is made against them	22/06/2023
provide staff with the training, coaching and support they need to improve all aspects of their practice	15/07/2023
ensure children with special educational needs and/or disabilities have the support they need to make good progress and reach their full potential	15/07/2023
ensure staff understand the intention of the curriculum and deliver play and learning opportunities that provide all children with appropriate levels of challenge and help them make the best possible progress.	15/07/2023

Setting details

Unique reference number	EY539915
Local authority	Bradford
Inspection number	10290455
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	2 to 4
Total number of places	39
Number of children on roll	42
Name of registered person	The Children's Place Ltd
Registered person unique reference number	RP520747
Telephone number	01274 601575
Date of previous inspection	23 October 2018

Information about this early years setting

Children's Place Summerfield registered in 2016. It is situated in Bradford. The nursery opens five days a week, for 51 weeks of the year, from 8am to 6pm. There are seven members of staff. Of these, all hold relevant early years qualifications at level 2 and above. The nursery receives funding for children aged two, three and four years.

Information about this inspection

Inspector

Nicola Dickinson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together. They discussed how the provider organises different aspects of learning.
- Children spoke to the inspector about activities they enjoy when they attend the setting.
- The inspector considered parents' feedback and discussed working with different families with the manager.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed staff practice and held discussions with staff members about the work that they do.

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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