

Inspection of Superpeas Nursery & Forest School

Mono Lodge, Bridge Street, Golborne, Warrington WA3 3QA

Inspection date:

28 November 2023

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Inadequate

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

Children's safety, health and well-being are compromised in this setting. Following a recent accident in the setting, which resulted in a child breaking their arm, leaders acted to re-train staff in risk management. Additionally, they provided training to help staff to understand how to maintain the effective supervision of the children. However, leaders have not ensured that all staff understand these procedures. As such, some staff do not consistently implement these new procedures in their everyday practice. For example, hazards, such as ripped flooring, trailing wires and stacked-up bags of sand, remain in the environments where children play.

Poor deployment of staff at key times of the day has a negative impact on staff's ability to supervise children effectively. This leads to children accessing resources, equipment and parts of the premises that are not suitable or safe. At times, this has a negative impact on children's behaviour. For example, older children run around the classroom, climb on chairs, throw toys and hit one another. Staff do not consistently provide children with clear explanations when they misbehave or display negative behaviours towards their peers. As a result, children are not supported to learn how their actions affect others or how to modify their behaviour to remain safe.

Leaders have designed an ambitious curriculum for all children and shared this with the staff. However, this is not consistently implemented across the setting. Staff do not always prioritise children's learning over routine tasks, such as cleaning tables and floors. As a result, children do not get the attention they need and their learning is not extended at these times.

Partnerships with parents and other professionals involved in children's learning and care are positive. This helps children to settle in and goes some way to support their learning.

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

- Leaders do not provide staff with effective training and systems to manage risks. Staff show a disregard for maintaining an appropriately safe environment for children, both indoors and outdoors. Once these hazards were identified at the inspection, the nominated individual took steps to address some of these issues. However, not enough is done to minimise risks to children on a daily basis.
- Leaders do not always ensure that the deployment of staff is effective during busy times of the day, such as mealtimes. This has a negative impact on the staff's ability to supervise children well. Staff in the pre-school room focus their time cleaning the classroom. Additionally, they often leave the room to fetch items they need, such as tissues and children's belongings. Therefore, at these

times, older children are left to occupy themselves. As a result, they start to roll around on the floor and squabble over toys. This leads to children sustaining minor injuries. There are short periods of time when babies are left at the table eating, without the direct supervision of the staff. This compromises their safety.

- Staff do not consistently provide children with explanations for unwanted behaviours or provide them with strategies to help them to manage and resolve conflicts. For example, staff remind children to use 'kind hands' and not push one another. However, they do not explain to children how their actions affect others. Staff call out for children to stop climbing on adult-sized chairs. However, they do not explain to them why this is not acceptable. As a result, children are not supported to learn to keep themselves safe or to develop a sense of right and wrong.
- Staff in the toddler room allow children who are not being changed to accompany them into the nappy change room, while they change the nappies of other children. At these times, children touch the changing mat and nappy bin with their hands and the toys that they are holding. Staff do not clean the toys or encourage children to wash their hands. Staff have to be told to do this by the manager. This does not support children's good health and increases the risk of cross-infection.
- Leaders and staff know the children well and understand what it is they want children to learn. Some planned and small-group activities are carried out well. As a result, children are much more engaged and their learning is extended. For example, staff ask older children lots of questions and give them time to think and respond. Staff in the baby room provide a narrative as babies play. However, weaknesses in supervision and deployment of staff, mean the curriculum is not always consistently implemented to a good standard.
- Staff work hard to ensure that children with special educational needs and/or disabilities get the support they need. As such, these children make the progress they are capable of.
- Children are cared for by kind and caring staff. Staff take time at the start of the placement to get to know children and their families. As a result, new children settle quickly and seek out staff for comfort and reassurance.
- Children have lots of opportunities to play outdoors and practise their large physical skills. The dedicated cook makes sure that all meals are healthy and meet children's individual dietary requirements. Staff share healthy menu options and recipes with parents. This helps children to develop a positive attitude to eating and a willingness to try new foods.
- Despite some weaknesses in leaders' oversight and monitoring of staff practice, they do offer lots of support to promote staff's well-being. As a result, staff are happy at work and show a commitment to the setting.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management and staff practice mean that children are not always kept safe, and their health and well-being are not protected. That

said, staff do have a secure knowledge and understanding of the signs and indicators of abuse. Staff know what they need to do should they have a concern about a child or a colleague they work with. Most staff hold paediatric first-aid qualifications, which help to protect children in the event of an accident. Leaders implement robust vetting of the adults who work with the children. This means children are cared for by suitable adults.

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
take all reasonable steps to ensure children are not exposed to risks and ensure that hazards to children are swiftly identified and removed	15/12/2023
ensure children are adequately supervised, especially when eating	15/12/2023
deploy staff to effectively meet the needs of all children to ensure their safety and well-being	15/12/2023
support staff to be able to manage children's behaviour effectively	15/12/2023
support staff to implement the setting's health and hygiene procedures	15/12/2023
strengthen the oversight of staff's practice to ensure that all staff have the skills and knowledge to carry out their individual roles	15/12/2023
support staff to help them deliver a consistently sequenced curriculum.	15/12/2023

Setting details

Unique reference number	2687778
Local authority	Wigan
Inspection number	10318864
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	94
Number of children on roll	85
Name of registered person	Sweet Peas Nursery & Pre School Ltd
Registered person unique reference number	RP558122
Telephone number	01942 721522
Date of previous inspection	Not applicable

Information about this early years setting

Superpeas Nursery & Forest School registered in 2022. The setting employs 17 members of childcare staff. Of these, thirteen staff hold appropriate qualifications at level 3 and three hold level 2. The setting opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7am to 6pm.

Information about this inspection

Inspector

Donna Birch

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 discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector spoke with the staff and the children throughout the inspection.
- The inspector carried out a joint observation with the manager.
- 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 spoke to parents and took account of their views.

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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